DOCUMENT RESUME

ED 186 070 JC 800 244

TITLE Community Impact Study. Volume II: Appendices.
INSTITUTION Oakton Community Coll., Morton Grove, Ill.
PUB DATE Mar 80
NOTE 124p.; For a related document, see JC 800 243

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Adult Students; Business; College Programs; *College Role; Community Attitudes; *Community Benefits; *Community Colleges; Community Surveys; Employer Attitudes; High School Students; Information Needs; Information Sources; *Institutional Evaluation; *Outcomes of Education; Participant Satisfaction; Program Evaluation; Publicity; Questionnaires; School Surveys; Secondary School Teachers; Student Attitudes; Student Personnel Services; Teacher Attitudes; Two Year Colleges; Two Year College Students

ABSTRACT

Materials are provided that relate to a community impact study that was conducted by Oakton Community College (OCC) in Fall 1979 to determine how members of six constituent groups learned about OCC; the benefits they perceived in having a community college in the area; their awareness of and satisfaction with OCC programs and services; and ways in which OCC could be improved. This compilation provides survey instruments, sample correspondence, respondent profiles, and the responses of the six survey groups to open-ended questionnaire items. The study solicited information from: (1) area residents; (2) area business representatives; (3) personnel from the 12 surrounding high schools; (4) juniors and seniors at these schools; (5) students taking non-credit, adult or continuing education courses; and (6) students taking credit courses at OCC in Fall 1979. Additionally, a short history of OCC is provided, along with an outline of the objectives of the study, and the time table used during the initiation and implementation of the survey project. (JP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED186070

OAKTON COMMUNITY COLLEGE

COMMUNITY IMPACT STUDY

VOLUME II

APPENDICES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Patricia Handzel

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

JC 800 244

March 1980

Table of Contents

APPENDIX A - COMMUNITY RESIDENT SURVEY AND RELATED MATERIALS

Copy of Community Residents Survey..... 2

Letter Inviting Residents to Participate in Study..... 6

Postcard Confirming Agreement to Participate..... 7

Follow-up Postcard..,..... 8

Community Resident's Sample..... 9

Profile of Community Residents and MONNACEP Students Sample..... 10

Summary of Suggested Programs and Services. 12

APPENDIX B BUSINESS AND INDUSTRY SURVEY AND RELATED MATERIALS

Copy of Survey of Business/Industry..... 18

Letter Accompanying Survey Sent to Business/Industry..... 22

Follow-up Card..... 23

Profile of Business/Industry Sample..... 24

Table B5 - Business/Industry Awareness, Use and Satisfaction of Oakton Services..... 25

Table B6 - Business/Industry Awareness of Vocational/Technical Curricula..... 26

Response to Question 5 - Business/Industry Suggestions for Additional Programs or Services..... 28

APPENDIX C- HIGH SCHOOL PERSONNEL SURVEY AND RELATED MATTERS

Copy of Survey of High School Personnel... 30

Letter Introducing Study..... 34

Letter of Invitation to Meeting About the Study..... 35

Letter Sent to High Schools Which Did Not Respond to First Letter..... 36

Preliminary Letter Before Distribution of Surveys..... 37

Memo Accompanying High School Surveys..... 38

Explanatory Letter Sent to Public High School Superintendents..... 39

Thank You Letter Sent to High School Representatives..... 41

Survey Returns - High School Personnel..... 42

Profile of High School Personnel..... 43

Responses to Question 6, 9, 11, on High School Personnel Survey..... 44

APPENDIX D - HIGH SCHOOL STUDENT SURVEY AND RELATED MATERIALS

Copy of Survey of High School Students..... 57

Reference to Correspondence..... 61

Profile of High School Students..... 62

Table D9 Enrollment at Oakton by High School of Origin..... 63

Total Population - High School Student Sample..... 64

Table D10 - Educational Goals of High School Students by High School..... 66

APPENDIX E - MONNACEP STUDENT SURVEY AND RELATED MATERIALS

Copy of Survey of MONNACEP Students..... 68

MONNACEP Classes Selected for Study..... 74

MONNACEP Letter Introducing Study..... 76

Profile of Community Residents and MONNACEP Students Sampled..... 77

Responses of MONNACEP Students to Question 6..... 79

APPENDIX F - OCC STUDENT SURVEY AND RELATED MATERIALS

Copy of Survey of Oakton Students..... 82

Statement Read to OCC Classes..... 86

Memo From Deans re Impact Study..... 87

Class Selections for CIS..... 88

Profile of OCC Students Sampled..... 89

APPENDIX G - REPORT OF MEETING WITH COMMUNITY LEADERS ("BREAKFAST WITH THE PRESIDENT")

Invitation to Community Leaders to Have Breakfast With the President..... 92

Thank You Letter to Community Leader Participants..... 93

Meetings with Community Leaders..... 94

Suggested Questions for Breakfast Discussion 98

Discussion..... 98

APPENDIX H - RELATED MATERIALS

Background of Oakton Community College..... 100

Oakton Community College District Map..... 103

Memo - Establishment of a Community Impact Study Task Force..... 104

Task Chart for Community Impact Study..... 105

Proposed Time Table for Community Impact Study..... 106

Enrollment Statistical Data - Fall 1978.... 107

Sample of Original Community Impact Study Proposal..... 112

APPENDIX A

COMMUNITY RESIDENT SURVEY

AND RELATED MATERIALS

Oakton Community College

COMMUNITY IMPACT STUDY

SURVEY OF COMMUNITY RESIDENTS

Dear Community Resident,

Thank you for agreeing to participate in this study which has been designed to determine the impact Oakton Community College has had on the communities it serves.

Based on the information collected, Oakton will be in a better position to more effectively plan its programs, services, and facilities.

Please fill out the questionnaire below and return it to us as soon as possible in the enclosed stamped, self-addressed envelope.

Thank you for your help.

Sincerely,

W. A. Koehnline

William A. Koehnline
President

(1-3) Note: Your responses will be kept confidential.

ABOUT OAKTON

THE PURPOSE OF OAKTON COMMUNITY COLLEGE IS TO PROVIDE THE COMMUNITY WITH THE FIRST TWO YEARS OF COLLEGE, OCCUPATIONAL AND VOCATIONAL PROGRAMS, AND OPPORTUNITY FOR PERSONAL AND CULTURAL ENRICHMENT.

(1) **Rate the benefits of having a community college available in this area. Check (√) the appropriate response.**	1 Very Important	2 Important	3 Not Important	4 No Opinion
–Provides students an opportunity to explore educational and career options	(4) ☐	☐	☐	☐
–Provides an opportunity for persons, with and without degrees, to update job skills	(5) ☐	☐	☐	☐
–Prepares people for occupations where there are job openings	(6) ☐	☐	☐	☐
–Offers non-credit courses and leisure-time programs of interest to the community (e.g. woodworking, speed-reading, etc.)	(7) ☐	☐	☐	☐
–Provides low-cost college education	(8) ☐	☐	☐	☐
–Is close to home	(9) ☐	☐	☐	☐

7

2 **How have you learned about the educational courses, programs, and services offered by Oakton? Check (√) all that apply.**

Oakton faculty and staff	(10) ____	Radio	(16) ____
Oakton students and former students	(11) ____	Friends	(17) ____
High School counselors	(12) ____	Relatives	(18) ____
High School teachers	(13) ____	People you work with	(19) ____
Local newspapers	(14) ____	Other major sources (please specify) _____	(20) ____
Oakton's special mailings (Oakton Report, newsletters, MONNACEP* Bulletin, brochures)	(15) ____	_____	(21) ____

3 **Oakton offers several types of educational programs. Please check (√) each program area you were aware of before reading this questionnaire.**

–Courses that can be transferred to a four year college	(22) ____	–Continuing education courses and programs (MONNACEP and others)	(25) ____
–Occupational and vocational courses and programs designed to give students a specific skill	(23) ____	–Basic and remedial programs designed to give the students the skills needed in order to achieve academic success	(26) ____
–Counseling services through a student development program	(24) ____	–Public service programs which utilize college resources to meet the needs of individuals or groups in the community	(27) ____

4 **For each of the six objectives listed below, please indicate (√) how well you think Oakton is achieving each objective.**

		1 Very Well	2 More than Adequately	3 Adequately	4 Less than Adequately	5 Very Poorly	6 No Opinion
–To provide the first two years of college	(28)	☐	☐	☐	☐	☐	☐
–To provide occupational and vocational programs that will prepare the student for employment	(29)	☐	☐	☐	☐	☐	☐
–To provide guidance and counseling services for students	(30)	☐	☐	☐	☐	☐	☐
–To provide non-credit continuing education courses, programs, and activities to meet the needs of the community (primarily through MONNACEP.*)	(31)	☐	☐	☐	☐	☐	☐
–To provide basic and remedial programs to help students needing academic assistance	(32)	☐	☐	☐	☐	☐	☐
–To make college resources available for specialized programs, workshops and seminars for businesses, industries and community residents	(33)	☐	☐	☐	☐	☐	☐

5 **In general, how well do you think Oakton is serving the community in all of the above areas** (34) ☐ ☐ ☐ ☐ ☐ ☐

*MONNACEP is the Maine-Oakton-Niles-Northfield Adult and Continuing Education Program which provides non-credit and leisure-time classes.

6 **Are there educational programs or services that you think Oakton Community College should be offering but is not offering at the present time?**

(35) 1 ☐ Yes 2 ☐ No

If yes, what are they? (36) _____

(37) _____

7 **Before reading this questionnaire were you aware that Oakton and/or MONNACEP offer the following services and/or programs?**

		1 Yes	2 No
Student employment on campus	(38)	☐	☐
Off-campus job placement for students	(39)	☐	☐
Student Health Service	(40)	☐	☐
Intercollegiate athletics	(41)	☐	☐
Intramural athletics	(42)	☐	☐
Financial aid for students	(43)	☐	☐
Student clubs and organizations	(44)	☐	☐
Nursery school for child care	(45)	☐	☐
Career counseling for students and community adults	(46)	☐	☐
Off-campus credit courses	(47)	☐	☐
Credit courses by television	(48)	☐	☐
Credit courses by newspaper	(49)	☐	☐
Courses in English as a second language	(50)	☐	☐
Courses for high school completion through MONNACEP	(51)	☐	☐
Weekly film series	(52)	☐	☐
Community lecture series	(53)	☐	☐
Cultural events	(54)	☐	☐
Speaker's Service	(55)	☐	☐

8 **If you were to take a class at Oakton, check (V) the one place where you would prefer it be held.**

(56)

1 ☐ On the new campus in Des Plaines (Golf and River Road)

2 ☐ On the interim campus in Morton Grove (Oakton and Nagle)

3 ☐ In my local high school

4 ☐ It doesn't matter; if it's a course I want, I will get there

9 **If you were to take classes at Oakton, please check (V) when you would prefer to attend. Check all that apply.**

(57) ☐ Monday through Friday mornings (8:00 a.m. - Noon)

(58) ☐ Monday through Friday afternoons (Noon - 5:00 p.m.)

(59) ☐ Monday through Thursday evenings (6:00 p.m. - 10:00 p.m.)

(60) ☐ Friday evening (6:00 p.m. - 10:00 p.m.)

(61) ☐ Saturday (8:00 a.m. - noon)

(62) ☐ Sunday (9:00 a.m. - 1:00 p.m.)

ABOUT YOU

10 **Please check (√) your age category**

(63)

1 ☐ 16-20
2 ☐ 21-24
3 ☐ 25-34
4 ☐ 35-44
5 ☐ 45-59
6 ☐ 60 or over

11 **Sex** (64) 1 ☐ Female 2 ☐ Male

12 **What is your home zip code?** (65-67) ___ ___ ___ ___ ___

13 **Check (√) your highest level of education**

(68)

1 ☐ Less than high school diploma
2 ☐ High school graduate
3 ☐ Some college
4 ☐ Associate degree (two years) or professional certificate (usually one year)
5 ☐ College graduate (Bachelor's degree)
6 ☐ Graduate or professional degree

14 **Employment status**

(69)

1 ☐ Employed full-time (more than 30 hours)
2 ☐ Employed part-time (less than 30 hours)
3 ☐ Retired
4 ☐ Homemaker
5 ☐ Not currently employed

15 **Have you taken a course?**

		1 Yes	2 No
Through MONNACEP (non-credit)	(70)	____	____
At Oakton (college credit)	(71)	____	____

Thank you for your help.

Further questions? Contact Patricia Handzel, Director of Community Outreach, 967-5120 x 480

Oakton Community College
7900 North Nagle
Morton Grove, Illinois 60053
312 / 967 5120

August 6, 1979

SAMPLE - LETTER INVITING RESIDENTS TO PARTICIPATE IN STUDY

Dear Friend,

You are a very important person to us. Why? Because you are a member of a community that Oakton Community College serves.

Since the college opened in 1970, thousands of community residents of all ages have participated in our classes and programs. This fall we are conducting a special kind of survey to determine the impact Oakton has had.

Will you help us with this study?

Since we need the opinion of many people from all segments of the communities the college serves, we have made a selective sample of the area. Would you or a member of your household be willing to fill out a brief questionnaire? You need not have taken a class or participated in one of our programs. We are interested in hearing from as many people as possible. Responses will be kept anonymous.

We are asking that interested respondents fill out the enclosed postpaid card and return it to us as soon as possible. You will receive the survey along with a stamped, self-addressed envelope in late September. It will take only ten minutes to complete. We hope to have all responses back by mid-October so that the results may be tabulated and analyzed as soon as possible. We are sincerely requesting your participation.

Thank you for your interest in your community college.

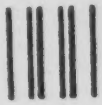
Sincerely yours,

W. A. Koehnline

William A. Koehnline
President

WAK:hsw

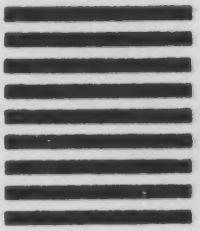
POSTCARD CONFIRMING AGREEMENT
TO PARTICIPATE IN STUDY



No Postage Stamp
Necessary
if Mailed in
the United States

BUSINESS REPLY CARD

FIRST CLASS PERMIT NO. 200 MORTON GROVE, IL



POSTAGE WILL BE PAID BY

OFFICE OF COMMUNITY OUTREACH
OAKTON COMMUNITY COLLEGE
7900 N. NAGLE AVENUE
MORTON GROVE, IL 60053

Yes, I am willing to spend 10 minutes of my time to participate in Oakton's Community Impact Study. I understand that I will receive a copy of the survey in September and that my reply will remain anonymous.

_____
name

_____
Street City Zip

FOLLOW-UP POSTCARD

Dear Survey Participant,

In recent weeks you received a questionnaire dealing with your opinions of Oakton Community College.

Thank you for your cooperation if you have already responded. If not, we hope you will take a moment to fill it out and return it to us as soon as possible. If by chance you have lost your copy, please call Pat Handzel at 967-5120, Ext 350 and she will send another. We are anxious to hear from you!

Once again, thank you for your time and cooperation in this important project.

Sincerely,

W. A. Koehnline

William A. Koehnline
President
Oakton Community College

COMMUNITY RESIDENT'S SAMPLE

	A	B	C	D	E	F
	Number of initial letters sent August 6	Returned as Undeliverable	Agreeing to participate in study	% of Column A (-B)	Surveys Returned	% of Column C
Evanston	982	3	115	12	92	80
Des Plaines	875	4	102	12	84	80
Glencoe	109	1	6	6	6	100
Glenview	487	-	65	13	57	88
Golf	8	-	4	50	2	50
Kenilworth	49	4	6	13	2	30
Lincolnwood	169	-	22	13	16	73
Niles	305	1	35	11	31	89
Northbrook	435	-	42	10	34	81
Park Ridge	638	1	113	18	97	86
Skokie	763	-	125	16	104	83
Wilmette	444	-	63	14	54	86
Winnetka/Northfield	220	-	21	10	20	95
No zip indicated	-	-	-	-	10	-
Total	5802	14	763	13	644	84

PROFILE OF COMMUNITY RESIDENTS AND MONNACEP STUDENTS SAMPLED

	Community Residents		MONNACEP Students	
Age	%	#	%	#
16-20	1	(7)	14	(58)
21-24	4	(26)	9	(37)
25-34	24	(153)	28	(119)
35-44	28	(179)	16	(68)
45-59	31	(203)	19	(80)
60 or over	12	(76)	13	(55)
Sex				
Female	65	(417)	57	(245)
Male	35	(225)	40	(170)
Did not respond	-	-	3	(14)
Employment Status				
Employed full-time	57	(367)	64	(273)
Employed part-time	12	(75)	8	(34)
Retired	5	(31)	6	(27)
Homemaker	23	(149)	14	(60)
Not currently employed	3	(29)	4	(19)
Did not respond	-	-	4	(16)
Educational Attainment				
Less than high school diploma	1	(6)	12	(50)
High school graduate	13	(84)	25	(106)
Some college	23	(147)	22	(94)
Associate degree (2 years)	8	(52)	6	(27)
College graduate	30	(191)	21	(92)
Graduate or professional degree	25	(162)	11	(46)
Community				
Evanston	14	(92)	2	(9)
Des Plaines	13	(84)	10	(42)
Glencoe	1	(6)	-	
Glenview	9	(57)	9	(36)
Golf	.3	(2)	-	
Kenilworth	.3	(2)	.3	(1)
Lincolnwood	2	(16)	4	(18)
Morton Grove	5	(33)	4	(16)
Niles	5	(32)	13	(53)
Northbrook	5	(34)	6	(25)

PROFILE OF COMMUNITY RESIDENTS AND MONNACEP STUDENTS SAMPLED (con't)

Community	%	#	%	#
Park Ridge	15	(97)	12	(48)
Skokie	16	(104)	16	(67)
Wilmette	8	(53)	2	(7)
Winnetka	3	(20)	.8	(3)
Other suburbs or not indicated	2	(12)	9	(38)
Chicago			12	(50)

SUMMARY OF SUGGESTED PROGRAMS AND SERVICES

Community residents were asked "Are there educational programs or services that you think Oakton Community College should be offering, but is not offering at the present time?" Most respondents (63%) answered "no", but others offered suggestions and comments. In the following pages these comments are listed according to type of suggestion offered. Numbers in parentheses indicate that more than one respondent suggested an item.

PROGRAMS OF STUDY AND COURSES

Dental Hygiene Program.
A Library Technical Assistants' Program.
Veterinary Tech.
Marine Biology.
Computer Typesetting.
Trade school skills, electronic tech., etc.
Food Service Management.
Therapeutic recreation training. Training for activity directors in health care facilities.
Automatic screw machine operation, Special machinery courses.
Advanced language courses.
More Chemistry, leading to AA degree or some type of certification in CHEMICAL (not medical) technology.
More foreign languages (5). Japanese, Chinese, and Korean.
More MONNACEP and special interest courses during the afternoon hours.
Real Estate classes.
Music - organ. Ballroom dancing.
Food service courses.
More technical programs.
More purely academic and less vocational courses.
Dietetic Technician courses for a degree.
Insurance Examination preparation courses.
More TV and video courses at Oakton.
Black studies.
Credit or non-credit courses for adults who are free during the day and who have had college work. Fairly advanced liberal arts courses for older students.
Additional fine arts and literature adult continuing education programs.
More advanced English-as-a-Second Language courses to fill the gap between existing courses and the college level English needed by so many foreign students.
I had to take a Nurse (R.N.) refereshser course at Triton--only because you weren't offering it at the time. "Charge Back" to OCC.
Parliamentary Procedure.
Court Reporting, Land surveying.
Geology and Conversational Language for travelers.
Offer a review course for IRS enrollment exam--a good adjunct to the accounting program.
Courses in Library Sciences.
Parachuting - Hang Gliding.
Intensive foreign language courses.
More literature courses.
Courses that better prepare students for a 4-year college.
Credit courses in commercial electronics.
Courses in the health field like LPN with practical hospital experience, affiliated with a local hospital. (3)
Materials MGT &/or Production control.
Computer.(2)
Basic courses in Administration and Guidance.
Computer science.
Fashion merchandising rendering course added to Architectural Technology
Nursing is offered at Triton but it would be more convenient at Oakton (3).

Programs for mothers returning to work.
Law Enforcement, AA Degree.
Business brush-up courses, i.e., shorthand, business machines, etc.
Advanced Electronics, and more technical courses in general.
Sewing, Homemakers.
Interior design.(3)
Philosophy; even religious studies of varying kinds.
Financial analysis - managerial emphasis; Cash management.
Career Counseling Courses.(2
Driver's Education.
Income Tax Seminar, Estate Planning.
Adult gymnastics.
Evening classes in the arts - Pottery, ceramics, copper enameling, jewelry making. (3)
Courses on Religion, Bible, You & the Church.
Programs to increase memory and self-discipline.
Courses in planning for tomorrow. Courses about particular fears and phobias.
Homework skills - repair remodeling.
Non-credit cultural lectures.
I would like to see a series of math classes; algebra-calculus and science classes offered through MONNACEP that would continue over several terms.
Greater emphasis on those who finished college, but are having problems finding jobs such as teachers, librarians, social workers, etc. Career days help but many of those people who attend are "older women returning to school or work." I'm only 34 - no kids, but I can't find nor do I want to teach, yet what do I do?
Evaluation and testing for counseling adult job entry or change.
More local programs for senior citizens.
Help for the learning disabled student.
Testing for college credit.
Coordination with local high schools for advanced students to do college work - even an opportunity for qualified juniors to the same courses.

SERVICES

Introduction to the Sales Representative and where to get started.
Community Services and Agencies - positions available.
Tuition reimbursement for programs that are not avilable at Oakton or are better elsewhere.
Financial Aid.
Advanced Red Cross First Aid without increase in cost to students.
Jobs for senior citizens and retired housewives.
Transportation - a shuttle or mini-bus for those who do not have a car--central pick-up points.
Stronger counseling program for students wishing to continue in a four-year school. Greater financial assistance to needy students.(4)
Vocational testing.
A more comprehensive schedule of night courses.

COMMENTS

I would like some courses that are only offered during the day, to be offered in the evening or on Saturday.

Oakton provided mostly useless and frivolous and non-essential programs totally unrelated to basic education.

Can't specify; a frequent complaint I've heard from friends is that Oakton doesn't offer as many programs as Triton or Harper.

Many of the cooking classes are scheduled on Tuesday and Thursday evenings (i.e., Chinese cooking) semester after semester - I think the days for classes should rotate to enable maximum attendance.

All the programs are so good, I hope the college will continue to expand.

My son was a student at Oakton one semester in between College semesters away from home. He also has attended summer courses toward his degree.

We have been very pleased with Oakton.

I am not that aware of all that is offered.

Teaching the women how to handle office problems without having to play office politics to get ahead in a career. Trying to establish a nationwide union for office workers, so that we all get an honest wage so that women won't have to enter a man's field to be able to support themselves and their dependent children in order to survive.

Wish you had obtained Niles North Location.

I learned about services offered at Oakton from my "REAL ESTATE TAX BILL."

Loved the credit courses. Helped me decide on a Master's Choice.

I had three teachers, all of whom were excellent.

Courses in crafts such as carpentry, cabinetry, stained glass, pottery should be available and offered to out-of-district residents at the same rates as in-district. Currently the charge is twice as high, which is unfair since we all pay real estate taxes. Also, there should be more dance and exercise programs, especially at Evanston Township High School. (2)

The new campus in Des Plaines has taken away the community college that has served Skokie, Morton Grove. Transportation is impossible for the residents of Morton Grove to commute to Des Plaines, especially for the evening classes. (3)

I am aware that Oakton Community College administration is listening to all requests for improvement--in all phases of education.

Additional Associate Degree Programs are always welcome and in demand, although Oakton, to my knowledge, is doing an excellent job in providing educational opportunities to the Community.

I have heard that some of the teachers are habitually tardy to class; that foreign teachers who do not have a good command of the English language and are difficult to understand.

Only to continue to expand curriculum to meet the challenges of today's needs.

Oakton has little impact on my life. For extension courses, I use the high school (New Trier). Truthfully, the program bulletin seems chaotic and my interest in your orogram is not strong enough to figure it out.

Courses should be offered in locations more convenient to residents of southeast Skokie.

You do not reach out enough into the community, especially Des Plaines. Are you afraid of us? Also, your administration needs to be more open to new ideas and people--you present the appearance of an insular, unwelcoming establishment.

I hope the move to a new building will not result in a modern, sterile situation, not because the people have changed, but because overly sophisticated quarters tend to work on us.

I think OCC should be more involved in the community.

Oakton should offer four year degrees.

I wish you had an affordable graduate program. I can't find one in our area.

APPENDIX B

BUSINESS AND INDUSTRY SURVEY

AND RELATED MATERIALS

Oakton Community College

COMMUNITY IMPACT STUDY

SURVEY OF BUSINESS/INDUSTRY

(1-3)

Note: Your responses will be kept confidential.

THE PURPOSE OF OAKTON COMMUNITY COLLEGE IS TO PROVIDE THE COMMUNITY WITH THE FIRST TWO YEARS OF COLLEGE, OCCUPATIONAL AND VOCATIONAL PROGRAMS, AND OPPORTUNITY FOR PERSONAL AND CULTURAL ENRICHMENT.

1 **Rate the benefits of having a community college available in this area. Check (√) the appropriate response.**

	1 Very Important	2 Important	3 Not Important	4 No Opinion
–Provides students an opportunity to explore educational and career options	(4) ☐	☐	☐	☐
–Provides an opportunity for persons, with and without degrees, to update job skills	(5) ☐	☐	☐	☐
–Prepares people for occupations where there are job openings	(6) ☐	☐	☐	☐
–Offers non-credit courses and leisure-time programs of interest to the community (e.g. woodworking, speed-reading, etc.)	(7) ☐	☐	☐	☐
–Provides low-cost college education	(8) ☐	☐	☐	☐
–Is close to home	(9) ☐	☐	☐	☐

2 **How have you learned about the educational courses, programs, and services offered by Oakton? Check (√) all that apply.**

Oakton faculty and staff	(10) ____	Friends	(15) ____
Oakton students and former students	(11) ____	Relatives	(16) ____
Local newspapers	(12) ____	People you work with	(17) ____
Oakton's special mailings (Oakton Report, newsletters, MONNACEP* Bulletin, brochures)	(13) ____	Other major sources (please specify) _____	(18) ____
Radio	(14) ____	_____	(19) ____

*MONNACEP is the Maine-Oakton-Niles-Northfield Adult and Continuing Education Program which provides non-credit and leisure-time classes.

3 **Oakton offers several types of educational programs. Please check (V) each program area you were aware of before reading this questionnaire.**

–Courses that can be transferred to a four year college (20) _____

–Occupational and vocational courses and programs designed to give students a specific skill (21) _____

–Counseling services through a student development program (22) _____

–Continuing education courses and programs (MONNACEP and others) (23) _____

–Basic and remedial programs designed to give the students the skills needed in order to achieve academic success (24) _____

–Public service programs which utilize college resources to meet the needs of individuals or groups in the community (25) _____

4 **In general, how well do you think Oakton is serving the community in all of the above areas?**

	1 Very Well	2 More than Adequately	3 Adequately	4 Less than Adequately	5 Very Poorly	6 No Opinion
(26)	☐	☐	☐	☐	☐	☐

5 **Are there educational programs or services that you think Oakton Community College should be offering but is not offering at the present time?**

(27) 1 ☐ Yes 2 ☐ No

If yes, what are they? (28) _____

(29) _____

6 **Listed below are a number of services of potential use to employers. For each service listed, please indicate:**

1. Your awareness of the availability of the activity/service
2. If you have used the activity/service
3. Your satisfaction with the activity/service, if used

	Aware of 1 Yes	Aware of 2 No	Have used 1 Yes	Have used 2 No	If used, were satisfied with 1 Yes	If used, were satisfied with 2 No
Off Campus job placement for students	(30) ☐	☐	(31) ☐	☐	(32) ☐	☐
Career counseling for students and community adults	(33) ☐	☐	(34) ☐	☐	(35) ☐	☐
In-plant credit courses	(36) ☐	☐	(37) ☐	☐	(38) ☐	☐
Credit courses by television	(39) ☐	☐	(40) ☐	☐	(41) ☐	☐
Credit courses by newspaper	(42) ☐	☐	(43) ☐	☐	(44) ☐	☐
Courses in English as a second language	(45) ☐	☐	(46) ☐	☐	(47) ☐	☐
Courses for high school completion through MONNACEP*	(48) ☐	☐	(49) ☐	☐	(50) ☐	☐
Weekly film series	(51) ☐	☐	(52) ☐	☐	(53) ☐	☐
Community lecture series	(54) ☐	☐	(55) ☐	☐	(56) ☐	☐
Cultural events	(57) ☐	☐	(58) ☐	☐	(59) ☐	☐
Speakers Service	(60) ☐	☐	(61) ☐	☐	(62) ☐	☐

(80=1)

7 **Are you aware that in addition to the baccalaureate courses (Liberal Arts, science, etc.) Oakton offers the following vocational/technical curricula?**

			1 Yes	2 No
(1-3)	**Business Related Technologies**			
(4=2)	Accounting Associate	(5)	☐	☐
	Administrative and Office Management	(6)	☐	☐
	Certified Professional Secretary	(7)	☐	☐
	Commodity Futures: Industry and Analysis	(8)	☐	☐
	Data Processing	(9)	☐	☐
	Hotel/Motel Management	(10)	☐	☐
	Insurance	(11)	☐	☐
	Marketing/Management	(12)	☐	☐
	Secretarial Science	(13)	☐	☐
	Transportation/Traffic Management	(14)	☐	☐
	Word Processing	(15)	☐	☐
	Health Related Technologies			
	Medical Laboratory Technology	(16)	☐	☐
	Medical Record Technology	(17)	☐	☐
	Medical Transcriptionist	(18)	☐	☐
	Physical Therapist Assistant	(19)	☐	☐
	Radiologic Technology	(20)	☐	☐
	Practical Nursing	(21)	☐	☐
	Engineering and Industry Related Technologies			
	Architectural Technology	(22)	☐	☐
	Automotive Service Excellence	(23)	☐	☐
	Automotive Technology (Apprenticeship)	(24)	☐	☐
	Business Machine Repair Technology	(25)	☐	☐
	Electronics Servicing	(26)	☐	☐
	Electronics Technology	(27)	☐	☐
	Heating/Air Conditioning Technology	(28)	☐	☐
	Industrial Management/Supervision	(29)	☐	☐
	Machine Technology (Apprenticeship)	(30)	☐	☐
	Plant Maintenance/Engineering	(31)	☐	☐
	Personal and Public Service Technologies			
	Child Care Services	(32)	☐	☐
	Fire Science Technology	(33)	☐	☐
	Law Enforcement	(34)	☐	☐

ABOUT YOUR ORGANIZATION

8 **What is your business zip code?** (35-37) _ _ _ _ _

9 **In your organization what is the approximate number of employees at your location?**

(38) Full-Time

1 _____ 0-20
2 _____ 21-40
3 _____ 41-100
4 _____ 101-500
5 _____ 501 or above

(39) Part-Time

1 _____ 0-20
2 _____ 21-40
3 _____ 41-100
4 _____ 101-500
5 _____ 501 or above

10 **Please indicate the primary category in which your organization would be classified.** (40-41)

01 _____ Construction
02 _____ Finance, Insurance, Real Estate
03 _____ Health Care Delivery
04 _____ Hotel and Motel, Restaurant
05 _____ Manufacturing
06 _____ Retailing
07 _____ Services
08 _____ Transportation
09 _____ Utilities
10 _____ Other (Please specify) _____

_____

Thank you for your help.

Further questions? Contact Patricia Handzel, Director of Community Outreach, 967-5120 x 480

Oakton Community College
7900 North Nagle
Morton Grove, Illinois 60053
312 / 967 5120

SAMPLE - LETTER ACCOMPANYING SURVEY SENT TO BUSINESS/INDUSTRY

September 17, 1979

President
Aetna Screw Products Co.
6363 Gross Point Road
Niles, IL 60648

Dear

In order to determine the impact of its programs and services Oakton Community College is now conducting a survey in the area served by the college. Local business and industry, of course, are a very important part of the survey.

Will you take a few minutes to fill out the attached questionnaire? The completeness of our sample of the business/industry community will affect the value of the data we receive. Please return it as soon as possible in the self-addressed, stamped envelope provided.

Based on the information we receive the college will be better able to proceed with planning and better able to serve the community.

Thanks for your assistance.

Cordially,

William A. Koehnline
President

WAK:jcb

FOLLOW-UP CARD

Dear Survey Participant,

In recent weeks you received a questionnaire dealing with your opinions of Oakton Community College.

Thank you for your cooperation if you have already responded. If not, we hope you will take a moment to fill it out and return it to us as soon as possible. If by chance you have lost your copy, please call Pat Handzel at 967-5120, Ext 350 and she will send another. We are anxious to hear from you!

Once again, thank you for your time and cooperation in this important project.

Sincerely,

W. A. Koehnline

William A. Koehnline
President
Oakton Community College

PROFILE OF BUSINESS/INDUSTRY

Location of Company

	%	#
Skokie	24	(28)
Des Plaines	22	(23)
Northbrook	11	(11)
Niles	8	(8)
Morton Grove	8	(8)
Glenview	7	(7)
Evanston	3	(3)
Lincolnwood	3	(3)
Park Ridge	3	(3)
Wilmette	3	(3)
Other	8	(10)

Number of Employees

Full-time Employees	Companies Responding		Part-time Employees	Companies Responding	
	%	#		%	#
0-20	10	(10)	0-20	31	(32)
21-40	7	(7)	21-40	11	(11)
41-100	22	(23)	41-100	5	(5)
101-500	35	(36)	101-500	3	(4)
501 or above	20	(21)	501 or above	8	(8)

Category of Company

	%	#
Finance, Insurance, Real Estate	17	(18)
Health Care Delivery	8	(8)
Hotel and Motel, Restaurant	5	(5)
Manufacturing	45	(47)
Retailing	6	(6)
Services	5	(5)
Transportation	1	(1)
Utilities	2	(2)
Other (please specify)	10	(10)

TABLE B5

BUSINESS/INDUSTRY AWARENESS, USE, AND SATISFACTION OF OAKTON SERVICES

N = 104	Aware				Used (% of those Aware)		Satisfied(% of Users)*			
	Yes		No		Yes		Yes		No	
Off-campus job placement for students	% 65	# (68)	% 29	# (30)	% 50	# (34)	% 56	# (19)	% 41	# (14)
MONNACEP courses for high school completion	54	(56)	34	(35)	10	(6)	50	(3)	17	(1)
Career counseling for students and community adults	54	(56)	33	(34)	9	(5)	100	(5)	0	
Courses in English as a second language	43	(45)	39	(41)	6	(3)	33	(1)	33	(1)
Community Lecture series	41	(43)	45	(47)	7	(3)	33	(1)	33	(1)
Cultural Events	39	(41)	46	(48)	13	(5)	80	(4)	20	(1)
In-plant credit courses	30	(31)	58	(60)	17	(5)	80	(4)	20	(1)
Speakers Services	23	(24)	63	(65)	4	(1)	100	(1)		
Credit courses by television	16	(17)	68	(71)		(0)	0			
Weekly film series	13	(14)	72	(75)		(3)	33	(1)	33	(1)
Credit courses by newspaper	.08	(9)	77	(80)		(0)	0			

*Satisfied column may not total 100% because of persons who did not respond.

TABLE B6

BUSINESS/INDUSTRY AWARENESS OF VOCATIONAL/TECHNICAL CURRICULA

	Aware of	
Business Related Technologies	%	#
Accounting Associate	62	(64)
Administrative and Office Management	57	(59)
Certified Professional Secretary	45	(47)
Commodity Futures: Industry and Analysis	18	(19)
Data Processing	65	(68)
Hotel/Motel Management	34	(35)
Insurance	29	(30)
Marketing/Management	64	(66)
Secretarial Science	51	(53)
Transportation/Traffic Management	33	(34)
Word Processing	39	(41)
Health Related Technologies		
Medical Laboratory Technology	34	(35)
Medical Record Technology	31	(32)
Medical Transcriptionist	30	(31)
Physical Therapist Assistant	33	(34)
Practical Nursing	40	(42)
Radiologic Technology	35	(36)

Engineering and Industrial Related Technologies

Architectual Technology	32	(33)
Automotive Service Excellence	37	(38)
Automotive Technology (Apprenticeship)	38	(39)
Business Machine Repair Technology	26	(27)
Electronics Servicing	34	(35)
Electronics Technology	37	(38)
Heating/Air Conditioning Technology	38	(39)
Industrial Management/Supervision	36	(37)
Machine Technology (Apprenticeship)	30	(31)
Plant Maintenance/Engineering	26	(27)

Personal and Public Service Technologies

Child Care Services	26	(27)
Fire Science Technology	23	(24)
Law Enforcement	37	(38)

RESPONSE TO QUESTION 5

BUSINESS/INDUSTRY
SUGGESTIONS FOR ADDITIONAL PROGRAMS OR SERVICES

Suggested Programs

Work study/internship programs (2)

Communication skills for non English speaking people

Supervisory training of a mechanical and technical nature

More pre-graduate classes in a larger field of degrees

Chemical Technicians

Respiratory Care Technician Program

Telephone courses

Senior Citizens' Program

Advanced program to address the needs of financial institutions

One day seminars on up-grading self, how to interview etc.

Suggested Services

Assist local employers with out-of-district students (Chicago) who want to take a course at Oakton

Offer the opportunity to explore career options from other than the classroom environment (field trips, visiting businesses etc.)

APPENDIX C

HIGH SCHOOL PERSONNEL AND RELATED MATERIALS

Oakton Community College

COMMUNITY IMPACT STUDY

SURVEY OF HIGH SCHOOL PERSONNEL

Dear Colleague,

This fall Oakton Community College is conducting a major study to determine some of the important impacts its programs and services are having on students and the local community, which, of course, includes local high schools.

Based on the information collected, Oakton will be in a better position to more effectively plan its programs, services, and facilities.

The questionnaire is brief, and your response to it is extremely important to our study. Please return it as soon as possible to the designated high school representative.

Sincerely,

W. A. Koennline

William A. Koennline
President

(1-3) Note: Your responses will be kept confidential.

THE PURPOSE OF OAKTON COMMUNITY COLLEGE IS TO PROVIDE THE COMMUNITY WITH THE FIRST TWO YEARS OF COLLEGE, OCCUPATIONAL AND VOCATIONAL PROGRAMS, AND OPPORTUNITY FOR PERSONAL AND CULTURAL ENRICHMENT.

(1) **Rate the benefits of having a community college available in this area. Check (√) the appropriate response.**	1 Very Important	2 Important	3 Not Important	4 No Opinion
–Provides students an opportunity to explore educational and career options	(4) ☐	☐	☐	☐
–Provides an opportunity for persons, with and without degrees, to update job skills	(5) ☐	☐	☐	☐
–Prepares people for occupations where there are job openings	(6) ☐	☐	☐	☐
–Offers non-credit courses and leisure-time programs of interest to the community (e.g. woodworking, speed-reading, etc.)	(7) ☐	☐	☐	☐
–Provides low-cost college education	(8) ☐	☐	☐	☐
–Is close to home	(9) ☐	☐	☐	☐

2 **How have you learned about the educational courses, programs, and services offered by Oakton? Check (√) all that apply.**

Oakton faculty and staff	(10) ____	Radio	(16) ____
Oakton students and former students	(11) ____	Friends	(17) ____
High School counselors	(12) ____	Relatives	(18) ____
High School teachers	(13) ____	People you work with	(19) ____
Local newspapers	(14) ____	Other major sources (please specify) ____	(20) ____
Oakton's special mailings (Oakton Report, newsletters, MONNACEP* Bulletin, brochures)	(15) ____	____	(21) ____

3 **Oakton offers several types of educational programs. Please check (√) each program area you were aware of before reading this questionnaire.**

–Courses that can be transferred to a four year college	(22) ____	–Continuing education courses and programs (MONNACEP and others)	(25) ____
–Occupational and vocational courses and programs designed to give students a specific skill	(23) ____	-Basic and remedial programs designed to give the students the skills needed in order to achieve academic success	(26) ____
–Counseling services through a student development program	(24) ____	–Public service programs which utilize college resources to meet the needs of individuals or groups in the community	(27) ____

4 **For each of the six objectives listed below, please indicate how well you think Oakton is achieving each objective.**

		1 Very Well	2 More than Adequately	3 Adequately	4 Less than Adequately	5 Very Poorly	6 No Opinion
–To provide the first two years of college	(28)	☐	☐	☐	☐	☐	☐
–To provide occupational and vocational programs that will prepare the student for employment	(29)	☐	☐	☐	☐	☐	☐
–To provide guidance and counseling services for students	(30)	☐	☐	☐	☐	☐	☐
–To provide non-credit continuing education courses, programs, and activities to meet the needs of the community (primarily through MONNACEP.*)	(31)	☐	☐	☐	☐	☐	☐
–To provide basic and remedial programs to help students needing academic assistance	(32)	☐	☐	☐	☐	☐	☐
–To make college resources available for specialized programs, workshops and seminars for businesses, industries and community residents	(33)	☐	☐	☐	☐	☐	☐
5 **In general, how well do you think Oakton is serving the community in all of the above areas?**	(34)	☐	☐	☐	☐	☐	☐

*MONNACEP is the Maine-Oakton-Niles-Northfield Adult and Continuing Education Program which provides non-credit and leisure time classes.

6 **Are there educational programs or services that you think Oakton Community College should be offering but is not offering at the present time?**

(35) 1 ☐ Yes 2 ☐ No

If yes: what are they? (36) _____

(37) _____

7 **Before reading this questionnaire were you aware that Oakton and/or MONNACEP offer the following services and/or programs?**

		1 Yes	2 No
Student employment on campus	(38)	☐	☐
Off-campus job placement for students	(39)	☐	☐
Student Health Service	(40)	☐	☐
Intercollegiate athletics	(41)	☐	☐
Intramural athletics	(42)	☐	☐
Financial aid for students	(43)	☐	☐
Student clubs and organizations	(44)	☐	☐
Nursery school for child care	(45)	☐	☐
Career counseling for students and community adults	(46)	☐	☐
Off-campus credit courses	(47)	☐	☐
Credit courses by television	(48)	☐	☐
Credit courses by newspaper	(49)	☐	☐
Courses in English as a second language	(50)	☐	☐
Courses for high school completion (including GED) through MONNACEP	(51)	☐	☐
Weekly film series	(52)	☐	☐
Community lecture series	(53)	☐	☐
Cultural events	(54)	☐	☐
Speaker's Service	(55)	☐	☐

8 **How satisfied are you as an educator with the programs and services offered by Oakton?**

(56) 1 ☐ Very satisfied 2 ☐ Satisfied 3 ☐ Not satisfied 4 ☐ No opinion

9 **If not satisfied above, please indicate why.** _____

(57) _____ _____

(58) _____

0 **Have you utilized any of these Oakton staff as resource persons in your high school?**

		1 Yes	2 No
Business/Career Related Faculty	(59)	☐	☐
Student Development Faculty (counselors)	(60)	☐	☐
Admissions staff	(61)	☐	☐
Other faculty	(62)	☐	☐
Other (please specify) _____	(63)	☐	☐

_____

11 **Could Oakton be more responsive in helping you do your job?**

(64) 1 ☐ Yes 2 ☐ No

If yes, in what ways? _____

(65) _____

(66) _____

12 **What is your present position?**

(67) 1 ☐ Teacher 2 ☐ Counselor 3 ☐ Administrator 4 ☐ Other

13 **How many years of experience do you have as an educator in your present high school district?**

(68) 1 ☐ less than 3 2 ☐ 4 - 6 3 ☐ 7 - 10 4 ☐ 11 - 15 5 ☐ over 15

14 **What is your home zip code?** (69-71) ___ ___ ___ ___ ___

15 **Sex** (72) 1 ☐ Female 2 ☐ Male

16 **Please check the high school at which you are employed**

(73-74)

01 _____ Evanston Township High School
02 _____ Glenbrook North High School
03 _____ Glenbrook South High School
04 _____ Loyola Academy
05 _____ Maine East High School
06 _____ Maine North High School
07 _____ Maine South High School
08 _____ Maine West High School
09 _____ Marillac High School
10 _____ New Trier East High School
11 _____ New Trier West High School
12 _____ Niles Township East High School
13 _____ Niles Township North High School
14 _____ Niles Township West High School
15 _____ Notre Dame High School for Boys
16 _____ Regina Dominican High School

17 **Have you taken a course?**

		1 Yes	2 No
Through MONNACEP (non-credit)	(75)	____	____
At Oakton (college credit)	(76)	____	____

Thank you for your help.

Further questions? Contact Patricia Handzel, Director of Community Outreach, 967-5120 x 480

Oakton Community College
7900 North Nagle
Morton Grove, Illinois 60053
312 / 967 5120

SAMPLE - LETTER INTRODUCING STUDY

July 16, 1979

Principal
Evanston Township High School East
1600 Dodge Avenue
Evanston, Illinois 60204

Dear

During the Fall of 1979, Oakton Community College will be undertaking a major study in order to better understand some of the important impacts its programs and services have had on students and the local community, which, of course, includes the high schools in our college district. Through this study the college hopes to more effectively plan its programs, services, and facilities.

We would like to have the opportunity to survey some of your faculty, students and staff for this Community Impact Study. To be specific, the Task Force hopes that questionnaires may be:

1. Sent to all administrators.
2. Sent to a selected number of faculty (stratified random sample).
3. Submitted to 3-6 randomly selected junior or senior homerooms (or similar situations if homerooms are not available) on a pre-selected day.

The questionnaires are brief, and the responses of our feeder schools are extremely important to our study. May we enlist your cooperation? If possible, I would appreciate having your response by Monday, July 16 . If your reply is affirmative, Ms. Patricia Handzel, CIS Project Leader, will call you or your designated contact person with further details.

I thank you for your continued interest in Oakton Community College and for your help in assisting us with this important study.

Sincerely,

W. A. Koehnline
President

vs

Oakton Community College
7900 North Nagle
Morton Grove, Illinois 60053
312 / 967 5120

July 16, 1979

SAMPLE - LETTER OF INVITATION TO MEETING ABOUT THE STUDY

Principal
Evanston Township High School East
1600 Dodge Avenue
Evanston, Illinois 60204

Dear

Thank you for agreeing to cooperate with Oakton's Community Impact Study Task Force.

Our first request is for some information. In order to set up our sample, we need the following from your school as soon as possible:

1. A list of all administrators and their titles, (persons who are full-time, having supervisory capacity over instructional programs or counseling, and having an administrative certificate or its equivalent).
2. Faculty lists by department or discipline.
3. A list of counselors.
4. A list of junior and senior homerooms. We do not need student names - just homeroom teacher, room number and number of students.

Our plans are to conduct this study via questionnaire during the latter part of September. We will especially need your help in planning with the selected homeroom teachers so that the study may be completed during one homeroom period on a designated day. Questionnaires to a stratified sample of faculty, counselsors and administration will be sent individually. We hope you will encourage staff to assist us by answering the brief questionnaire and returning it to us as soon as possible.

In order to explain the study more completely, we invite you to attend a special meeting for high school representatives to be held on July 24, 1979, at 1:30 p. m. in Building 3, Room 343 on the interim campus, 7900 N. Nagle, Morton Grove. At that time we will explain the reasons for the study, what we hope to obtain from the high school surveys, and collection techniques which would be most convenient for you.

Thank you for your interest. If you cannot attend it would be helpful if you could send a representative.

Sincerely,

Patricia R. Handzel
Director
Office of Community Outreach

PRH:hsw

Oakton Community College
7900 North Nagle
Morton Grove, Illinois 60053
312 / 967 5120

August 8, 1979

SAMPLE - LETTER SENT TO HIGH SCHOOLS
WHICH DID NOT RESPOND TO FIRST LETTER

Principal
Evanston Township High School West
1600 Dodge Avenue
Evanston, Illinois 60204

Dear

Several weeks ago President Koehnline sent you a letter requesting your cooperation in a Community Impact Study. Since we have received no response from your school, we are sending this follow-up letter.

As Dr. Koehnline said in his letter to you, we would like to have the opportunity to survey some of your faculty, students and staff via a short questionnaire which can be completed in 10-15 minutes. In doing so, we hope to learn how Oakton is received and also how we can improve our programs and services.

Our plans are to conduct this study during the latter part of September. In order to select our sample now, we are asking each of the high schools to send us as soon as possible:

1. a list of administrators, counselors and faculty (three separate lists).

2. a list of junior and senior homerooms. We do not need student names--just homeroom teacher, room number, and number of students (can be approximate).

We would like to have a contact person at your high school who would be willing to help us complete the questionnaire during one homeroom period on a designated day. We would also appreciate it if this person would collect the questionnaire from staff we have selected.

If you are interested in helping us with this Community Impact Study, will you please let us know as soon as possible? You may call me at 967-5120 X480.

Sincerely,

Patricia R. Handzel

Patricia R. Handzel
Project Leader, CIS
Director, Community Outreach

PRH:kah

11

SAMPLE - PRELIMINARY LETTER BEFORE DISTRIBUTION OF SURVEYS

Dear

Attached are the names of staff who have been selected to participate in the Community Impact Study. Next week you will receive the survey forms which are to be distributed to this list.

You may want to notify the staff that the study is being conducted. I suggest a general announcement in your daily bulletin, if possible. I have included one that you may use, if you wish.

Thanks for all your help. We could not do this study without you.

Sincerely,

Patricia R. Handzel
Director
Office of Community Outreach

PRH:hsw

ANNOUNCEMENT FOR STAFF BULLETIN

During the last two weeks of September, Oakton Community College will be conducting a Community Impact Study to determine awareness of college programs and services and ways the college can better serve the community. Among the many groups to be surveyed are a selected sample of our high school staff and students.

If you or your students are selected, you will be notified by .

Please cooperate by filling out the short questionnaire and returning it to as soon as possible. Thank you.

OAKTON COMMUNITY COLLEGE

SAMPLE - MEMO ACCOMPANYING HIGH SCHOOL SURVEYS

MEMO

To CIS High School Representatives

Date September 11, 1979

From Patricia R. Handzel, Project Leader

Copies to

Subject Community Impact Study Questionnaires

Enclosed are the questionnaires for the Community Impact Study. The accompanying list identifies the high school personnel who are to be surveyed as well as the homerooms or classes which were selected.

There is a letter from President Koehnline at the top of each form which explains the purpose of the questionnaire. On the form for high school personnel, we ask that it be returned to the "designated high school representative." Perhaps you will want to stamp your name there, or you may want to attach a memo indicating that it be returned to you.

The student form should be distributed, completed and collected on a designated day which is appropriate for the faculty involved. As I told you this summer, this form is short and should therefore be easily completed in 10 minutes. We have included some extra questionnaires for both groups. Please return any which are not used.

Our target week for distribution of these forms is September 17-21. The following week, September 24-28, may also be used if the first week is inconvenient for you. I would like to have all completed by Friday, September 28th.

Please call my office to arrange for pick-up of completed forms when you are finished. If I am not available, leave a message with my staff. Also, if you have any questions, please call. My number is 967-5120, ext. 480.

Thank you again for your cooperation.

PRH:vm

Oakton Community College
7900 North Nagle
Morton Grove, Illinois 60053
312 / 967 5120

SAMPLE - EXPLANATORY LETTER SENT TO PUBLIC HIGH SCHOOL SUPERINTENDENTS

September 11, 1979

Superintendent
Niles Township High School District 219
7700 Gross Point Road
Skokie, Illinois 60076

Dear

Earlier this year you indicated that your high school district would be happy to cooperate with our Community Impact Study so I would like to bring you up-to-date on our progress.

With your approval, each of the high schools named a representative who agreed to coordinate distribution and collection of the questionnaires in his/her school. I met with these representatives on July 24, 1979, to explain our reasons for conducting a Community Impact Study and why we needed input from the high schools. In addition, we determined the most effective procedure for completing the high school surveys with staff and students. Since I had draft forms of both surveys available, the representatives critiqued them and offered valuable feedback. I felt we accomplished a great deal at this one meeting.

Since that time, each of the high schools have submitted lists of faculty, administration, and counselors as well as a list of homerooms (where appropriate). A selective sample was made from the submitted lists based on the total numbers. One-fifth of faculty were chosen as well as all administrators and counselors. Homerooms were randomly selected; we needed at least 42 juniors and 42 seniors at each school.

Our target date for distribution of the questionnaires is the week of Sept. 17-21; in some high schools the week of Sept. 24-28 will be used. I have asked that completion date be Sept. 28. Of course, the dates for Niles Township High School will be different since you are not in session.

This study has been a tremendous undertaking. Not only are we surveying high school personnel and students, but also community residents, business and industry, Oakton and MONNACEP students, and community service personnel. The high school group, however, is of primary interest to us, so I sincerely thank you for your cooperation.

I am enclosing copies of the high school forms. Would you please participate in the study also by filling out the "High School Personnel" form and returning it to us in the enclosed self-addressed envelope.

Thank you again for your interest in Oakton.

Sincerely,

Patricia R. Handzel
Director
Office of Community Outreach

Encl.
PRH:as

Oakton Community College
7900 North Nagle
Morton Grove, Illinois 60053
312 / 967 5120

SAMPLE - THANK YOU LETTER SENT TO HIGH SCHOOL REPRESENTATIVES

October 30, 1979

Director of Student Personnel Services
Maine East High School
2601 Dempster Street
Park Ridge, Illinois 60068

Dear Mr.

Please accept my sincere thanks for your help with Oakton's Community Impact Study. We are still waiting for results from one high school, but we expect all data to be in by next week. In the meantime, we have started keypunching the returned surveys from your school.

I thought you might be interested in the returns from Maine East. We received a 76% return from high school personnel. Forty-nine questionnaires were sent to you, and thirty-eight were returned. The high school returns were forty-one juniors and twenty-nine seniors.

Again, we could not have been this successful if we had not had the cooperation of people like you. When the results are in and the study completed, you will, of course, receive a copy of the report. In addition, I would appreciate the opportunity to report the findings to any staff who are interested. I will contact you or your principal to see if such a session could be arranged, probably in January or February.

Thank you again for your assistance.

Sincerely,

Patricia R. Handzel

Patricia R. Handzel
Director,
Office of Community Outreach

PRH:hsw
cc: Mr. Robert Barker, Principal
Dr. Richard Short, Superintendent

SURVEY RETURNS - HIGH SCHOOL PERSONNEL

	Number of surveys sent	Number of surveys returned	Percent of return
Evanston Township High School	86	42	48%
Glenbrook North High School	47	47	100%
Glenbrook South High School	44	44	100%
Loyola Academy	38	27	71%
Maine East High School	51	39	76%
Maine North High School	27	26	96%
Maine South High School	45	42	93%
Maine West High School	42	36	86%
Marillac High School	17	15	88%
New Trier Trier East High School	51	50	98%
New Trier West High School	34	34	100%
Niles Township East High School	36	27	75%
Niles Township North High School	39	33	84%
Niles Township West High School	39	36	92%
Notre Dame High School for Boys	23	23	100%
Regina Dominican High School	24	16	66%
Total	643	537	84%

PROFILE OF HIGH SCHOOL PERSONNEL

Present Position	%	#
Teacher	57	(307)
Counselor	20	(108)
Administrator	21	(111)
Other	2	(11)

Years of Experience as Educator in Present High School District		
Less than 3	9	(49)
4-6 years	13	(69)
7-10 years	20	(105)
11-15 years	24	(180)
Over 15	34	(180)

Sex		
Female	35	(187)
Male	64	(344)

Residence of High School Personnel		
Des Plaines	6	(33)
Glencoe	1	(4)
Glenview	5	(27)
Morton Grove	6	(30)
Northbrook	5	(25)
Park Ridge	4	(21)
Skokie	5	(25)
Wilmette	8	(42)
Winnetka/Northfield	5	(27)
Evanston	6	(30)
Lincolnwood	2	(9)
Niles	3	(17)
Other suburbs or Chicago	44	(247)

RESPONSES TO QUESTIONS 6, 9, AND 11 ON
HIGH SCHOOL PERSONNEL FORM

6. Are there educational programs or services that you think Oakton Community College should be offering but is not offering at the present time?

Evanston Township High School	- Should offer college prep for high school seniors; work-study (placement) programs; program of academic selection tied to state universities. - Should improve the quality of what is already being done. - A program to help intellectually deficient young people operate machines such as cash registers, adding machines, dishwashers, etc. - Industrial type education such as Trition College offers. - Open all programs to students in district 202. - More remedial work such as mechanics, etc.
Glenbrook North High School	- More offerings in social sciences. - Opportunity for a person to become a licensed surveyor. - Solar energy courses. Also mini-courses (one day type) for updating information. - Better publicity could be done on all present programs - More automotive and other technologies.
Glenbrook South High School	- Vocation and/or professional skills incorporating a foreign language. - More vocational courses. - Landscaping
Maine East High School	- Increase the programs for vocational skills - Service programs - Demand more thorough preparation from students with plans to transfer to 4-year programs

	- Expansion of skills training programs in the skill trades careers. - A course in jewelry making for college credit - More programs dealing with careers - Dental assistant program, more vocational programs - Football team - A stronger fine arts program for the potential transfer student
Maine North High School	- More graduate courses, extension service through other universities. - Adolescent, pre-college counseling - I think you should offer special classes for learning disabled adults, rather than so called tutoring by better students.
Maine South High School	- More facilities for extension courses from other universities (i.e. Univeristy of Ill.) - A more challenging academic program - Court reporting
Maine West High School	- Make educational courses more difficult - Traffic safety and motorcycle education. - Machine shorthand - Programs for students who cannot function in a normal high school academic program. - I am sure as the college matures the offerings will increase and depth of programs will improve. - Fine Arts programs - Teacher in-service courses
New Trier East High School	- Vocational courses for high school juniors and seniors who are not college bound and need vocational training. - Trades: Carpentry, bricklaying, steel work, electrician, plumber.

	- increasing availability of college resources and library facilities for residents and specialized programs. - If you are poviding resource facilities for businesses/seminars, I beleive publicity would be in order. - PE courses - Family Counseling Services.
New Trier West High School	- Courses for 17-18 year olds who are non-high school grads. - More extensive counseling programs.
Niles Township East High School	- Specific programs for handicapped who might need help with establishing themselves independently in a community environment. - A full time RN program at the Oakton Campus. - Expanded career curricula - Follow-up should be done like College of DuPage of average Grade Point Average of colleges after Oakton. - More quality vocational programs. My feedback tells me that many kids are just "going to school" for two years. That's nice, I suppose, but I wonder if I, as a taxpayer, want to support it.
Niles Township North High School	- I think you should offer more in the industrial/technical area. - They could do more in the intercollegate athletics for both men and women. - More occupational and vocational programs. - Chef curriculum - Community group communication (getting groups within the community to meet and discuss mutual concerns and problems).

Niles Township West High School	- More emphasis on academics, greater variety of courses to better prepare students for transfer to 4 year colleges. Strengthen academic program. - Seminar and workshop activities - Occupational programs - Better working relationship with high schools. - Greater emphasis on vocational courses that transmit directly to the world of work. - Expand vocational programs. - Oakton should have its own nursing program instead of sending students to Triton. There should also be more technical programs available which will lead to employment.
Notre Dame High School for Boys	- More lab science courses - Dental assistant, hygienist - food service management - hotel and restaurant management.

9. If not satisfied above, please indicate why. (Refers to Question 8 - How satisfied are you as an educator with the programs and services offered by Oakton?)

Evanston Township High School	- Should offer more industrial type training. - I think that the Evanston community should vote to join Oakton Community College District, thus allowing Evanston High School to keep its funds for its own needs. - Not enough career training programs. - Would like to become more acquainted with the college and its services. - Have heard from other students who have attended Oakton Community College that they were not satisfied with the quality of instruction.
Glenbrook North High School	- Oakton has not touched my life and teaching to any great extent. - Visit schools more often.

Glenbrook South High School	- It is possible that these programs and services will not even be available to me because of where I live. Ironically, the new campus site is only 1 1/2 miles from my home.
Maine East High School	- I have some reservations that the quality of courses in a two-year school is inferior to that offered in a four-year college in the first two years. - Satisfied though still unsure as to why students grades are better there than in H.S. while student still has no study habits or self-discipline.
Maine North High School	- The variety of service offered should be more widely publicized. - Should not exist
Maine South High School	- Information not readily available. - I am not so dissatisfied with the program as I am with the building of the outragiously expensive campus. I feel they should stay where they are until the student population drops so they can close the place.
Maine West High School	- No comments
Marillac High School	- Not giving "F's" as grades is a mockery of the grading system.
New Trier East High School	- District too large and main campus too far away.
Niles Township East High School	- Improve career programs, such as your automotive program. - In speaking with students, the general reaction is that the courses are not challenging enough. - Lacking in much needed industrial and trade programs. The trade agreement with Triton works on the entry level but restricts enrollment in advance

	courses. The new campus (when????) is not going to solve the problem either. - Academic areas need to increase their quality. - Greater vocational opportunities (breadth of offerings).
Niles Township North High School	- From what I have seen some aspects of programs are merely a weak extension of the regular high school programs. - Courses too easy - I do not feel that students from high school should be allowed to make up high school credit at a college level. - Not enough information given to high school teachers. - Unsatisfied with present programs that offer high school credit within Oakton's program.
Niles Township West High School	- Not enough 2 year occupational offerings. - Quality of instruction is poor; standards too low. Faculty is, overall, poorer by significant margin than other J.C.'s in the area. School itself has acquired reputation as a catch-basin for poor students. Only real saving grace is its adult programs, which are quite respectable for the most part. - Inadequate student counseling. - Areas of technical education are weakly taught.
Notre Dame High School for Boys	- Student report classes are of a low academic level - high school classes were deeper and more difficult. Students report a low opinion of Oakton Academic programs. - Seminars are poor. Parking is poor. Course selection is poor. Concentration only is certain areas.

11. Could Oakton be more responsive in helping you do your job?

Evanston Township High School	- Could offer more career education. - Greater visibility at the secondary school level; more promotion of programs. - Should have more visits to Oakton and/or more visits by them to us. - Admissions Office could be more helpful on individual basis to potential applicants. With such a good counseling staff, this should be extended to Admissions. Or could additional counseling be done in Admissions?
Glenbrook North High School	- Make us aware of what is happening and being offered. - Talk to our Professional Educator Association concerning programs, etc. - Make H.S. teachers more aware of what OCC has to offer. - Send out more information regarding available speakers. - More information on what's available and how to use it - Materials sent to schools. - More communication by visiting our school. - Distribute more information.
Glenbrook South High School	- It would be helpful to contact one person at Oakton who was responsible to help educators from my school understand and handle in an effective manner the various complexities of Oakton. - Liaison contacts increased - Articulation between high schools and Oakton. - Flexibility in District Boundaries - New concepts in P.E. - Provide a service each fall on new programs, etc. - Staff members speak to high school students. - I beleive there could be more articulation between the schools.

Maine East High School	- Better communication and records regarding student progress and grades, especially with transfer credits for H.S. graduation. - When you have the new campus, offer tours for H.S. groups on a regular basis. - Provide guidance courses. - I could use guest speakers, etc. If I was made more aware of what is available. - More communication - Perhaps by sending interested students to work as students or teacher assistants. - Provide access to computer for specialized programs. - Have been most co-operative. However, there is an inconsistency in responses given by admissions office.
Maine North High School	- Give us an idea of skills a high school graduate should possess in each of the different majors. - Yes - counseling students into MONNACEP program. - More information on speakers. - I'm a foreign language teacher. I'd like to kown more about foreign language offerings in the day time college. What does the foreign language department expect of our students? Who teaches what languages? In short, better organization between the H.S. and Oakton. - More direct contact with individual counselors whenever possible. - Develop agreement for transfer of credit for students taking college level courses which are continuations of high school programs.
Maine South High School	- Improve telephone system -- everytime I call Oakton it is an adventure in tele-communications.

	- Most universities and colleges could integrate student responsibility in some of the courses they teach. - Extension credit courses - Make available to me what Oakton is doing or where to find information. - Information to H.S. departments on specific classes related to its department being offered at OCC.
Maine West High School	- Counselor Exchange Day - I would like to see regular articulation meetings for counselors. Oakton counselors came here once, but I would like to see it every year. - Coordination activities - Offer teachers preparation courses - Possibly-workshops in various music education "fields" i.e., jazz, the rhythm section, electronic music, etc., or college credit classes for the above. - Make more information available concerning the ways that Oakton can help the high school teacher. Also better articulation between Oakton and the high school districts might be helpful. - Would like more information about their curriculum department by department. - I can have students tour facilities or allow encouragement for them to do so. I would then need a contact person to set up connections.
Marillac High School	- Send more information about a Business/Career related faculty speaker - Ms. Alice Miller, Marillac High School. - Improve articulation. - I wish I had known about the abundant programs offered. - Spring visits to seniors - small groups - would require about 4 hours.

New Trier East High School	- More information. - If there is a speaker service available - how does one utilize it? - Furnish all local high schools with a list of services and programs available. - As a logical extension of job skills areas for non-college more articulation. - More publicity is needed so that teachers can be bettter informed. - Offer more physical education courses - physiology of exercise, theory course - physiology, etc. - Speakers in areas of government - use speakers bureau as well as Oakton staff who have expertise.. - Serving as alternatives for each high school graduation to earn credit for fourth year English, they are unable to get the courses they need while in high school. Also - serving as a means for lower abilitiy students to make up deficiencies.
New Trier West High School	- Send more information - Periodic meetings (2 years) to make sure of no overlap of material presented. - Send representatives with lists of programs. - Additional copies of your bulletins on various counseling offices.
Niles Township East High School	- Let us know how our students are doing and in what courses. - We have 7th semester graduates who might benefit from an enrollment program held right here at Niles East. - Closer contact with staffs, more information sharing. - Closer articulation to determine needs of various students by coordinating its calendar with the high schools of the area.

Niles Township North High School	- I could use more information as the type of programs offered, credits, etc. - Better communications with high school teachers. - More information on courses in the technical area of education. - Perhaps an articulation so that we could evaluate the effectiveness of our programs in preparing students who enter Oakton. - Letting each department know the specifics of their programs offered at OCC. - Coordinate OCC school calendar with high schol so that a student is able to enroll at OCC without extensive overlap time. - The only suggestion would be totry to have semester 2 (Jan.) to start at the same time as the high schools. - Letting us know as so as possible concerning new programs/phasing out of programs.
Niles Township West High School	- Interface with our department - math/science share curricular concerns develop science programs in math/science for gifted youth. - Provide for informative meetings - such as English articulation. Structure meetings of such nature with a specific agenda. - Provide seminars for enrichment in various forms of education. - More specific direction for high school students taking college courses. - Send a counselor or science instructor to explain to members of our science department during one of our department meetings just what science courses are offered at Oakton. - Structured programs for field trip visits in technical program areas - 2 hour visits. - Offer workshops and clinics in athletic training and athletics.

Notre Dame High School for Boys	- Guest speakers. Make audio visual materials available. Shop courses for our students. - Minimize the amount of paper work generated, combine forms used by a dept. - Provide us with service information. - Enlarging the Science Department and keeping teachers in the district informed of future programs. Also allow them to register by mail on a prerequisite basis. - More course offerings - Mail out OCC Information by name of school counselors.
Regina Dominican High School	- Greater person contact with the high school students in the area-making us aware of your programs. - We will need more publication about the programs. - We need more information about the programs. - Update skills and knowledge in certain areas. - Keep us informed. - I need to know more.

APPENDIX D

HIGH SCHOOL STUDENT SURVEY

AND RELATED MATERIALS

Oakton Community College

COMMUNITY IMPACT STUDY

SURVEY OF HIGH SCHOOL STUDENTS

Dear High School Student,

Oakton Community College is conducting this study to measure the impact the college has had on the community.

We need to know how high school students view the college; therefore, we ask that you complete this very short questionnaire for us.

Thank you.

Sincerely,

W. A. Koehnline

William A. Koehnline
President

. . . . . .

(1-3) Note: Your responses will be kept confidential.

THE PURPOSE OF OAKTON COMMUNITY COLLEGE IS TO PROVIDE THE COMMUNITY WITH THE FIRST TWO YEARS OF COLLEGE, OCCUPATIONAL AND VOCATIONAL PROGRAMS, AND OPPORTUNITY FOR PERSONAL AND CULTURAL ENRICHMENT.

1 **Oakton offers several types of educational programs. Please check (√) each program area you are aware that Oakton offers.**

(4) ☐ Courses that can be transferred to a four year college

(5) ☐ Occupational and vocational courses and programs designed to give students a specific skill

(6) ☐ Counseling services through a student development program

(7) ☐ Continuing education courses and programs (MONNACEP* and others)

(8) ☐ Basic and remedial programs designed to give the students the skills needed in order to achieve academic success

(9) ☐ Public service programs which utilize college resources to meet the needs of individuals or groups in the community

*MONNACEP is the Maine-Oakton-Niles-Northbrook Adult and Continuing Education Program which provides non-credit and leisure-time classes.

2 **Rate how well you've heard that Oakton Community College is doing the following:**

		1 Very Well	2 More Than Adequately	3 Adequately	4 Less Then Adequately	5 Very Poor	6 Have Heard Nothing
-Preparing students to go on to a four year college or university	(10)	☐	☐	☐	☐	☐	☐
-Preparing students for a job	(11)	☐	☐	☐	☐	☐	☐
-Providing special help for students who need to improve reading, writing or math skills	(12)	☐	☐	☐	☐	☐	☐
-Providing individual guidance and counseling to students	(13)	☐	☐	☐	☐	☐	☐
-Enabling students to explore career options in order to make educational and career decisions	(14)	☐	☐	☐	☐	☐	☐
-Providing a supportive atmosphere for students who need to "try out" college before transferring to a four year college or university	(15)	☐	☐	☐	☐	☐	☐

3 **How have you learned about the educational courses, programs, and services offered by Oakton? Check (√) all that apply.**

Oakton faculty and staff	(16) ___	Radio	(22) ___
Oakton students and former students	(17) ___	Friends	(23) ___
High School counselors	(18) ___	Relatives	(24) ___
High School teachers	(19) ___	People you work with	(25) ___
Local newspapers	(20) ___	Other major sources (please specify) _____	(26) ___
Oakton's special mailings (Oakton Report, newsletters, MONNACEP* Bulletin, brochures)	(21) ___	_____	(27) ___

4 **Please check (√) if you have ever talked with or heard a representative from Oakton Community College**

(28) ☐ at your high school
(29) ☐ at career/college nights
(30) ☐ at Oakton Community College
(31) ☐ other (please specify) _____

5 **Would you attend a session held at your school concerning information about Oakton Community College?**

(32) 1 ☐ Yes 2 ☐ No 3 ☐ Do not know

*MONNACEP is the Maine-Oakton-Niles-Northfield Adult and Continuing Education Program which provides non-credit and leisure-time classes.

6 **Before reading this questionnaire were you aware that Oakton and/or MONNACEP offer the following services and/or programs? Please check (√) yes or no for each item.**

		1 Yes	2 No
Student employment on campus	(33)	☐	☐
Off-campus job placement for students	(34)	☐	☐
Student Health Service	(35)	☐	☐
Intercollegiate athletics	(36)	☐	☐
Intramural athletics	(37)	☐	☐
Financial aid for students	(38)	☐	☐
Student clubs and organizations	(39)	☐	☐
Nursery school for child care	(40)	☐	☐
Career counseling for students and community adults	(41)	☐	☐
Off-campus credit courses	(42)	☐	☐
Credit courses by television	(43)	☐	☐
Credit courses by newspaper	(44)	☐	☐
Courses in English as a second language	(45)	☐	☐
Oakton Community College and Career Fair	(46)	☐	☐
Weekly film series	(47)	☐	☐
Community lecture series	(48)	☐	☐
Cultural events	(49)	☐	☐

7 **Are you considering Oakton as a possible college choice?** (50) 1 ☐ Yes 2 ☐ No

8 **Please check (√) educational level or degree you hope to complete.**

(51)

1 ☐ High School
2 ☐ Some College
3 ☐ Associate Degree (2 years)
4 ☐ Bachelor's Degree (4 years)
5 ☐ Graduate or Professional degree (e.g. MD, PhD, Law, Masters Degree)
6 ☐ Undecided

9 **If you would like to attend Oakton Community College mark (√) by each period of time when you are interested in attending.**

(52) ☐ Monday through Friday mornings (8:00 a.m.-Noon)
(53) ☐ Monday through Friday afternoons (Noon - 5:00 p.m.)
(54) ☐ Monday through Thursday evenings (6:00 p.m. - 10 p.m.)
(55) ☐ Friday evenings (6:00 p.m. - 10:00 p. m.)
(56) ☐ Saturday (8:00 a.m. - Noon)
(57) ☐ Sunday (9:00 a.m. - 1:00 p.m.)
(58) ☐ Summer (day or ıing)

10 **Please check (√) the high school you attend**

(59-60)

01 _____ Evanston Township High School
02 _____ Glenbrook North High School
03 _____ Glenbrook South High School
04 _____ Loyola Academy
05 _____ Maine East High School
06 _____ Maine North High School
07 _____ Maine South High School
08 _____ Maine West High School
09 _____ Marillac High School
10 _____ New Trier East High School
11 _____ New Trier West High School
12 _____ Niles Township East High School
13 _____ Niles Township North High School
14 _____ Niles Township West High School
15 _____ Notre Dame High School for Boys
16 _____ Regina Dominican High School

11 **Please check (√) your high school grade level.** (61) 1 ☐ junior 2 ☐ senior

12 **Sex** (62) 1 ☐ Female 2 ☐ Male

Thank you for your help.

Further questions? Contact Patricia Handzel, Director of Community Outreach, 967-5120 x 480

NOTE:

Correspondence related to the High School Student Surveys may be found in Appendix C.

PROFILE OF HIGH SCHOOL STUDENTS

	%	#
High School		
Evanston Township	11	(132)
Glenbrook North	8	(100)
Glenbrook South	8	(105)
Loyola Academy	5	(61)
Maine East High	6	(70)
Maine North	6	(76)
Maine South	7	(91)
Maine West	4	(50)
Marillac High School	3	(42)
New Trier East	7	(87)
New Trier West	7	(89)
Niles Township East	6	(76)
Niles Township North	9	(110)
Niles Township West	6	(72)
Notre Dame High School for Boys	3	(41)
Regina Dominican	4	(49)
Grade Level		
Junior	48	(598)
Senior	52	(652)
Sex		
Female	50	(624)
Male	50	(624)
Educational Level Hope to Attain		
High School	9	(107)
Some College	7	(93)
Associate Degree (2 years)	5	(66)
Bachelor's Degree (4 years)	31	(393)
Graduate or Professional degree	33	(409)
Undecided	13	(164)
Are you considering OCC as possible college choice		
Yes	24	(307)
No	71	(895)

ENROLLMENT AT OAKTON

BY HIGH SCHOOL OF ORIGIN

(Fall)	1975	1976	1977	1978	1979
*Maine N	127	142	138	175	170
S	282	322	313	322	312
E	468	516	529	491	548
W	281	337	362	307	339
District total	1158	1317	1342	1295	1369
*Niles N	312	351	349	312	306
E	314	369	340	321	277
W	350	389	422	377	365
District total	976	1109	1111	1010	948
Glenbrook N	36	39	111	156	189
S	88	91	155	204	216
District total	124	130	266	360	405
New Trier E	99	108	50	57	56
W	76	108	113	120	140
District total	175	216	163	177	196
Loyola	11	23	31	37	37
* Notre Dame	74	116	135	115	106
Regina	10	17	104	121	129
Marillac	7	11	40	42	38
Evanston	311	340	304	276	225

* School location in original OCC district.

SOURCE: OAKTON'S FALL ENROLLMENT REPORT 1979

Total Population
High School Student Sample

	Juniors	Seniors
Glenbrook North	688	672
Glenbrook South	549	546
Maine North	354	348
Maine South	480	540
Maine East	720	840
Maine West	780	780
Niles North	484	508
Niles East	416	432
Niles West	630	660
New Trier East	434	406
New Trier West	540	540
Marillac	120	171
Regina	260	260
Evanston West	476	475
Evanston East	471	460
Loyola	373	376
Notre Dame	212	209
	7987	8223

TABLE D9

AWARENESS OF OAKTON'S PROGRAMS
BY HIGH SCHOOL STUDENTS

	Transfer		Vocational		Counseling		Remedial	
	%	#	%	#	%	#	%	#
* Maine N	72	(55)	41	(31)	21	(16)	36	(27)
S	74	(67)	53	(48)	17	(15)	42	(38)
E	69	(48)	44	(31)	30	(21)	31	(22)
W	50	(25)	36	(18)	16	(8)	24	(12)
* Niles N	81	(89)	57	(63)	33	(36)	40	(44)
E	76	(58)	49	(37)	30	(26)	55	(42)
W	75	(54)	49	(35)	24	(17)	43	(31)
Glenbrook N	65	(65)	53	(53)	26	(26)	51	(51)
S	71	(74)	56	(59)	25	(26)	45	(47)
New Trier E	37	(32)	30	(26)	9	(7)	25	(22)
W	56	(50)	47	(42)	9	(8)	38	(34)
Loyola	38	(23)	23	(14)	10	(6)	23	(14)
Marillac	71	(30)	33	(14)	21	(9)	41	(17)
Regina Dominican	61	(30)	49	(24)	25	(12)	39	(19)
*Notre Dame	63	(26)	59	(24)	17	(7)	54	(22)
Evanston	65	(65)	47	(62)	17	(23)	41	(54)
All Schools	64	(808)	46	(583)	21	(265)	40	(498)
Range of Responses	37-80%		23-59%		9-33%		23-55%	

* Located in Original District 535

TABLE D10

EDUCATIONAL GOALS OF HIGH SCHOOL STUDENTS*

SCHOOL	HIGH SCHOOL COMPLETION		SOME COLLEGE		ASSOCIATE DEGREE (2 YEARS)		BACHELOR'S DEGREE (4 YEARS)		GRADUATE or PROFESSIONAL DEGREE		UNDECIDED		PERCENT of TOTAL SAMPLE	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#
MAINE NORTH	25	(19)	3	(2)	11	(8)	34	(26)	15	(11)	9	(7)	6	(76)
SOUTH	6	(5)	11	(10)	7	(6)	33	(30)	26	(24)	17	(15)	7	(91)
EAST	17	(12)	10	(7)	4	(3)	31	(22)	29	(20)	7	(6)	6	(70)
WEST	8	(4)	14	(7)	18	(9)	18	(9)	16	(8)	24	(12)	4	(50)
NILES NORTH	17	(19)	9	(10)	6	(6)	25	(27)	32	(35)	9	(10)	9	(110)
EAST	11	(8)	5	(4)	1	(1)	36	(27)	32	(24)	15	(11)	6	(76)
WEST	10	(7)	8	(6)	4	(3)	19	(14)	38	(27)	19	(14)	7	(89)
GLENBROOK NORTH	3	(3)	7	(7)	2	(2)	49	(49)	31	(31)	8	(8)	8	(100)
SOUTH	2	(2)	10	(10)	11	(11)	32	(34)	29	(30)	16	(17)	8	(105)
NEW TRIER EAST	6	(5)	2	(2)	1	(1)	31	(27)	38	(33)	14	(12)	7	(87)
WEST	2	(2)	8	(7)	2	(2)	21	(19)	54	(48)	12	(11)	7	(89)
LOYOLA	0	(0)	3	(2)	0	(0)	28	(17)	56	(34)	13	(8)	5	(61)
MARILLAC	2	(1)	10	(4)	7	(3)	31	(13)	31	(13)	14	(6)	3	(42)
REGINA	10	(5)	6	(3)	0	(0)	43	(21)	31	(15)	10	(5)	4	(49)
NOTRE DAME	2	(1)	7	(3)	5	(2)	46	(19)	24	(10)	15	(6)	3	(41)
EVANSTON	11	(14)	5	(7)	7	(9)	30	(39)	33	(44)	11	(15)	11	(132)

*Excludes missing responses. Less than 3% of total.

APPENDIX E

MONNACEP STUDENT SURVEY

AND RELATED MATERIALS

Oakton Community College

COMMUNITY IMPACT STUDY

SURVEY OF MONNACEP STUDENTS

Dear MONNACEP Participant,

Thank you for agreeing to participate in this study which has been designed to determine the impact Oakton Community College and MONNACEP have had on the persons each serves.

Based on the information collected, Oakton and MONNACEP will be in a better position to more effectively plan their programs, services, and facilities.

Please fill out the questionnaire below and return it to your instructor before leaving this class.

Thank you for your help.

Sincerely,

William A. Koehnline
President
Oakton Community College

Alexander S. Kruzel
Director
MONNACEP

(1-3) Note: Your responses will be kept confidential

ABOUT OAKTON

THE PURPOSE OF OAKTON COMMUNITY COLLEGE IS TO PROVIDE THE COMMUNITY WITH THE FIRST TWO YEARS OF COLLEGE, OCCUPATIONAL AND VOCATIONAL PROGRAMS, AND OPPORTUNITY FOR PERSONAL AND CULTURAL ENRICHMENT.

(1) **Rate the benefits of having a community college available in this area. Check (√) the appropriate response.**	1 Very Important	2 Important	3 Not Important	4 No Opinion
–Provides students an opportunity to explore educational and career options	(4) ☐	☐	☐	☐
–Provides an opportunity for persons, with and without degrees, to update job skills	(5) ☐	☐	☐	☐
–Prepares people for occupations where there are job openings	(6) ☐	☐	☐	☐
–Offers non-credit courses and leisure-time programs of interest to the community (e.g. woodworking, speed-reading, etc.)	(7) ☐	☐	☐	☐
–Provides low-cost college education	(8) ☐	☐	☐	☐
–Is close to home	(9) ☐	☐	☐	☐

© 1979 Oakton Community College

2 **How have you learned about the educational courses, programs, and services offered by Oakton? Check (√) all that apply.**

Oakton faculty and staff	(10) ____	Radio	(16) ____
Oakton students and former students	(11) ____	Friends	(17) ____
High School counselors	(12) ____	Relatives	(18) ____
High School teachers	(13) ____	People you work with	(19) ____
Local newspapers	(14) ____	Other major sources (please specify) _____	(20) ____
Oakton's special mailings (Oakton Report, newsletters, MONNACEP* Bulletin, brochures)	(15) ____	_____	(21) ____

3 **Oakton offers several types of educational programs. Please check (√) each program area you were aware of before reading this questionnaire.**

–Courses that can be transferred to a four year college	(22) ____	–Continuing education courses and programs (MONNACEP and others)	(25) ____
–Occupational and vocational courses and programs designed to give students a specific skill	(23) ____	–Basic and remedial programs designed to give the students the skills needed in order to achieve academic success	(26) ____
–Counseling services through a student development program	(24) ____	–Public service programs which utilize college resources to meet the needs of individuals or groups in the community	(27) ____

4 **For each of the six objectives listed below, please indicate (√) how well you think Oakton is achieving each objective.**

		1 Very Well	2 More than Adequately	3 Adequately	4 Less than Adequately	5 Very Poorly	6 No Opinion
–To provide the first two years of college	(28)	☐	☐	☐	☐	☐	☐
–To provide occupational and vocational programs that will prepare the student for employment	(29)	☐	☐	☐	☐	☐	☐
–To provide guidance and counseling services for students	(30)	☐	☐	☐	☐	☐	☐
–To provide non-credit continuing education courses, programs, and activities to meet the needs of the community (primarily through MONNACEP.*)	(31)	☐	☐	☐	☐	☐	☐
–To provide basic and remedial programs to help students needing academic assistance	(32)	☐	☐	☐	☐	☐	☐
–To make college resources available for specialized programs, workshops and seminars for businesses, industries and community residents	(33)	☐	☐	☐	☐	☐	☐

5 **In general, how well do you think Oakton is serving the community in all of the above areas?** (34) ☐ ☐ ☐ ☐ ☐ ☐

*MONNACEP is the Maine-Oakton-Niles-Northfield Adult and Continuing Education Program which provides non-credit and leisure-time classes.

6 **Are there educational programs or services that you think Oakton Community College should be offering but is not offering at the present time?**

(35) 1 ☐ Yes 2 ☐ No

If yes, what are they? (36) _____

(37) _____

7 **Before reading this questionnaire were you aware that Oakton and/or MONNACEP offer the following services and/or programs?**

		1 Yes	2 No			1 Yes	2 No
Student employment on campus	(38)	☐	☐	Off-campus credit courses	(47)	☐	☐
Off-campus job placement for students	(39)	☐	☐	Credit courses by television	(48)	☐	☐
Student Health Service	(40)	☐	☐	Credit courses by newspaper	(49)	☐	☐
Intercollegiate athletics	(41)	☐	☐	Courses in English as a second language	(50)	☐	☐
Intramural athletics	(42)	☐	☐	Courses for high school completion through MONNACEP	(51)	☐	☐
Financial aid for students	(43)	☐	☐	Weekly film series	(52)	☐	☐
Student clubs and organizations	(44)	☐	☐	Community lecture series	(53)	☐	☐
Nursery school for child care	(45)	☐	☐	Cultural events	(54)	☐	☐
Career counseling for students and community adults	(46)	☐	☐	Speaker's Service	(55)	☐	☐

8 **If you were to take a class at Oakton, check (√) the one place where you would prefer it be held.**

(56)

1 ☐ On the new campus in Des Plaines (Golf and River Road)

2 ☐ On the interim campus in Morton Grove (Oakton and Nagle)

3 ☐ In my local high school

4 ☐ It doesn't matter; if it's a course I want, I will get there

9 **If you were to take classes at Oakton, please check (√) when you would prefer to attend. Check all that apply.**

(57) ☐ Monday through Friday mornings (8:00 a.m. - Noon)

(58) ☐ Monday through Friday afternoons (Noon - 5:00 p.m.)

(59) ☐ Monday through Thursday evenings (6:00 p.m. - 10:00 p.m.)

(60) ☐ Friday evening (6:00 p.m. - 10:00 p.m.)

(61) ☐ Saturday (8:00 a.m. - noon)

(62) ☐ Sunday (9:00 a.m. - 1:00 p.m.)

ABOUT YOU

10 **Please check (√) your age category**
(63)

1 ☐ 16-20
2 ☐ 21-24
3 ☐ 25-34
4 ☐ 35-44
5 ☐ 45-59
6 ☐ 60 or over

11 **Sex** (64) 1 ☐ Female 2 ☐ Male

12 **What is your home zip code?** (65-67) ___ ___ ___ ___ ___

13 **Check (√) your highest level of education**
(68)

1 ☐ Less than high school diploma
2 ☐ High school graduate
3 ☐ Some college
4 ☐ Associate degree (two years) or professional certificate (usually one year)
5 ☐ College graduate (Bachelor's degree)
6 ☐ Graduate or professional degree

14 **Employment status**
(69)

1 ☐ Employed full-time (more than 30 hours)
2 ☐ Employed part-time (less than 30 hours)
3 ☐ Retired
4 ☐ Homemaker
5 ☐ Not currently employed

15 **Have you previously taken a course?**

		1 Yes	2 No
Through MONNACEP (non-credit)	(70)	___	___
At Oakton (college credit)	(71)	___	___

(80 = 1)

16 ABOUT MONNACEP

Prior to this class, have you enrolled in a course at MONNACEP during the past three years?

(1 - 3) (4 = 2) (5) 1 ☐ Yes 2 ☐ No

17

How satisfied were you with your experience at MONNACEP? (6)

1 Completely satisfied	2 More than satisfied	3 Satisfied	4 Less than satisfied	5 No opinion
☐	☐	☐	☐	☐

18

How many classes or programs did you participate in at MONNACEP during the past three years?

(7) 1 ☐ One 2 ☐ Two to four 3 ☐ Five or more

19

How have MONNACEP courses or programs helped you? Check (√) all that apply.

(8) ☐ Increased chances to qualify for a new job
(9) ☐ Improved chances for salary increase
(10) ☐ Increased chances for a job promotion
(11) ☐ Improved human relations skills
(12) ☐ Improved knowledge and skills related to a job
(13) ☐ Increased general knowledge and skills
(14) ☐ Provided a personal experience with the academic community
(15) ☐ Increased opportunities for recreation and leisure activities
(16) ☐ Provided an opportunity to meet other people
(17) ☐ Other benefits (please specify)

_____

20

How have you learned about the educational courses, programs and services offered by MONNACEP. Check (√) all that apply.

(18) ☐ MONNACEP brochure
(19) ☐ MONNACEP faculty and staff
(20) ☐ MONNACEP students and former students
(21) ☐ Local newspapers
(22) ☐ Radio
(23) ☐ Friends
(24) ☐ Relatives
(25) ☐ People you work with
(26) ☐ Other major sources (please specify)
(27) _____

21 **How long have you lived in the Chicago area?**

(28) 1☐ Less than 1 year 2☐ 1-4 years 3☐ 4-10 years 4☐ More than 10 years

22 **How long have you lived in your present community?**

(29) 1☐ Less than 1 year 2☐ 1-4 years 3☐ 4-10 years 4☐ More than 10 years

23 **How much time does it take you to get from your home to this class?**

(30) 1☐ Less than 15 minutes 2☐ 15-30 minutes 3☐ 30-45 minutes 4☐ 45-60 minutes

24 **How much time would you spend to travel from home to a MONNACEP class?**

(31) 1☐ Less than 15 minutes 2☐ 15-30 minutes 3☐ 30-45 minutes 4☐ 45-60 minutes

25) **Which evening of the week is <u>most</u> convenient for you to attend classes?**

(32) 1☐ Monday 2☐ Tuesday 3☐ Wednesday 4☐ Thursday 5☐ Friday
6☐ None of the above

26 **Which is the earliest time for you to begin evening classes? Check (√) <u>one.</u>**

(33) 1☐ 6:00 p.m. 2☐ 6:30 p.m. 3☐ 7:00 p.m. 4☐ 7:30 p.m. 5☐ 8:00 p.m.

27 **How many weeks would you prefer that courses meet (assuming each class would meet approximately two hours per night)? Check (√) <u>one</u> only.**

(34) 1☐ Less than 4 weeks
2☐ 4 weeks
3☐ 6 weeks
4☐ 8 weeks
5☐ 10 weeks
6☐ Depends on content

(35-37) Course Code_____

Thank you for your help.

Further questions? Contact Patricia Handzel, Director of Community Outreach, 967-5120 x 480

79

MONNACEP Classes Selected for Study

Real Estate Investment

Small Engine Repair

Calligraphy I

Introduction to Blown Film

Basic Die Making

Photography I

Drawing I (Senior center class)

Start a Small Business (one-day workshop)

How To Buy a House

Improve your Memory

Film Study

CWT IV - HS credit class

CPR Rescue (one day workshop)

All About Meats

U.S. and Illinois Constitution

English as a Second Language

Certified Professional Secretary

Power Volleyball

Disco Dance I

Psychology in Everyday Living

Anger Clinic

Dog Obedience

Golf

U S History - High School Credit course

Organ I

Real Estate Property

Tennis

Swedish Massage

Spanish in Business

Coed ExerDance

Certification for Professional Secretary

Typing

monnacep

MAINE-OAKTON-NILES-NORTHFIELD
ADULT AND CONTINUING
EDUCATION PROGRAM

OAKTON COMMUNITY COLLEGE
7900 NORTH NAGLE AVENUE
MORTON GROVE, ILLINOIS 60053

TELEPHONE:
(312) 967-5821
(312) 967-5120

SAMPLE - LETTER INTRODUCING STUDY TO MONNACEP INSTRUCTORS

October 2, 1979

Dear Colleague:

This fall Oakton Community College is conducting a Community Impact Survey to determine how extensive an impact it has had on the people in this community which it has served for 10 years. The survey involves thousands of persons and includes college students present and past; high school students; college and high school teachers and administrators in the area; business and industry leaders; civic leaders; governmental officials; the public at large and of course MONNACEP students. It is involving persons from all segments of the community.

Next week a select number of participants will be asked to complete the survey during class time - - - it takes about 12 minutes. Your class and its students may be chosen to participate in this survey.

A staff member of the survey team will come to classes, chosen at random, and administer the survey instrument to the persons in the class. Your cooperation is requested to assist in the completion of the survey.

Sincerely,

Alexander Kruzel
Director

PROFILE OF COMMUNITY RESIDENTS AND MONNACEP STUDENTS SAMPLED

	Community Residents		MONNACEP Students	
Age	%	#	%	#
16-20	1	(7)	14	(58)
21-24	4	(26)	9	(37)
25-34	24	(153)	28	(119)
35-44	28	(179)	16	(68)
45-59	31	(203)	19	(80)
60 or over	12	(76)	13	(55)
Sex				
Female	65	(417)	57	(245)
Male	35	(225)	40	(170)
Did not respond	-	-	3	(14)
Employment Status				
Employed full-time	57	(367)	64	(273)
Employed part-time	12	(75)	8	(34)
Retired	5	(31)	6	(27)
Homemaker	23	(149)	14	(60)
Not currently employed	3	(29)	4	(19)
Did not respond	-	-	4	(16)
Educational Attainment				
Less than high school diploma	1	(6)	12	(50)
High school graduate	13	(84)	25	(106)
Some college	23	(147)	22	(94)
Associate degree (2 years)	8	(52)	6	(27)
College graduate	30	(191)	21	(92)
Graduate or professional degree	25	(162)	11	(46)
Community				
Evanston	14	(92)	2	(9)
Des Plaines	13	(84)	10	(42)
Glencoe	1	(6)	-	
Glenview	9	(57)	9	(36)
Golf	.3	(2)	-	
Kenilworth	.3	(2)	.3	(1)
Lincolnwood	2	(16)	4	(18)
Morton Grove	5	(33)	4	(16)
Niles	5	(32)	13	(53)
Northbrook	5	(34)	6	(25)

PROFILE OF COMMUNITY RESIDENTS AND MONNACEP STUDENTS SAMPLED (con't)

Community	%	#	%	#
Park Ridge	15	(97)	12	(48)
Skokie	16	(104)	16	(67)
Wilmette	8	(53)	2	(7)
Winnetka	3	(20)	.8	(3)
Other suburbs or not indicated	2	(12)	9	(38)
Chicago			12	(50)

RESPONSES OF MONNACEP STUDENTS TO QUESTION SIX: "Are there educational programs or services that you think Oakton Community College should be offering but is not offering at the present time?"

-Courses in marketing and business management.
-Sales and computer applied tech.
-Continuing education for diploma. RN's that lead to B.S. in Nursing.
-Auto mechanics and courses for trades.
-Office and stenographic skills for women semi-skilled.
-Computor orientated courses.
-Foreign language. GED Spanish, English second language.
-More courses to transfer to 4-year colleges.
-Low cost computer time made available.
-Group discussions headed by psychologist, help with personal and family problems.
-More help for the underacheiver. Individual help for and guidance to the potential drop-out. I think I mean encouragement.
-Music theory via telecourses.
-Resp. therapy
-Prepare people for retirement.
-Help to make it through each day at a time.
-Find many varied courses to please everyone under every circumstance.
-Classes for the moderately disabled.
-Full real estate courses-sales and brokerage
-Airline courses and job searching.
-There should be programs in a working atmosphere to help the unskilled adult enter the business world.
-Aviation
-Psychology
-Courses for single parents-courses that deal with stress of today
-Horticulture program
-Basis astronomy
-Home computer applications for family applications.
-Some construction skill courses, practical and concrete, tuckpointing. Trip planning for those planning long retirement trips, but not commercial towns, foreign or domestic.
-More real estate courses.
-Advance message
-Dental hygiene and dental assistance
-Racket ball
-Sing
-Carpentry
-More classes pertinent to ART!
-Organ III or advanced Organ II
-Plastics
-Graphics
-Tool and die
-Higher Spanish classes
-Silver smithing
-Classes for modeling
-Karate and Judo
-More social sciences
-Numerics control

-More programs in a complete real estate program
-More accounting to lead to taking the CPA examination
-Additional consumer-oriented introductory courses, examples - auto maintenance, home repair etc., basic 4-6 week courses.
-Interior decorating and fashion design
-Courses that might work towards a degree after you have 2 years of college
-Photo composition
-Fashion design
-Daytime interest courses

APPENDIX F

OCC STUDENT SURVEY

AND RELATED MATERIALS

Oakton Community College

COMMUNITY IMPACT STUDY

SURVEY OF OAKTON STUDENTS

Dear Oakton Student,

This fall Oakton Community College is conducting a major study to determine some of the important impacts its programs and services are having on students and the local community.

We need to know how you view the college; therefore, we ask that you complete this very short questionnaire for us. Please return it to your instructor before you leave today's class.

Thank you for your help.

Sincerely,

W. A. Koehnline

William A. Koehnline
President

. . . . . .

(1-3) Note: Your responses will be kept confidential.

1. **Please check (√) your age category**

(4) 1 ☐ 16-20
2 ☐ 21-24
3 ☐ 25-34
4 ☐ 35-44
5 ☐ 45-59
6 ☐ 60 or over

2. **Sex** (5) 1 ☐ Female 2 ☐ Male

3. **What is your zip code?** (6-8) — — — — —

4. **Is this your first semester at Oakton as either a full-time or part-time student?** (9) 1 ☐ Yes 2 ☐ No

5 **My current status is**

(10) 1 ☐ Full-time student (12 or more credit hours) 2 ☐ Part-time student (less than 12 credit hours)

6 **I am enrolled (check all that apply)**

(11) ☐ Day (before 6 p.m.) (12) ☐ Evening (after 6 p.m.) (13) ☐ Weekend (Fri. after 6 p.m., Sat. or Sun.)

7 **I usually get to class (check only one)**

(14) 1 ☐ By driving myself
2 ☐ By car pool
3 ☐ On public transportation
4 ☐ Someone drops me off
5 ☐ Other (walk, bike, motorcycle)

8 **My highest level of education is**

(15) 1 ☐ Less than high school diploma
2 ☐ High school graduate
3 ☐ Some college courses
4 ☐ Associate degree (two years) or professional certificate (usually one year)
5 ☐ College graduate (Bachelor's degree)
6 ☐ Graduate or professional degree (e.g., MD, PhD, Law, Master's degree)

9 **My current major or program is**

(16) ☐ Vocational/Technical
(17) ☐ Liberal Arts/Sciences
(18) ☐ Other (please specify) _____

10 **As far as I know, I plan to continue at Oakton (check the one which best describes your plans)**

(19) 1 ☐ Until I complete my associate degree or certificate
2 ☐ Until I can enter a four-year school
3 ☐ Until I qualify for a job
4 ☐ I'm undecided
5 ☐ As long as I can take courses I am personally interested in

11 **While attending school I have the following additional responsibilities (check all that apply)**

(20) ☐ Part-time job (less than 30 hours per week)
(21) ☐ Full-time job (more than 30 hours per week)
(22) ☐ Community activities
(23) ☐ Major household/family duties
(24) ☐ Other (please specify) _____

12 **If I had more time, I would: (check all that apply)**

(25) ☐ Take more classes this semester
(26) ☐ Be active in student government and other student activities
(27) ☐ Become involved in college athletics
(28) ☐ Spend more time studying
(29) ☐ Attend Oakton events, movies, etc.

13 **How important to you are the following reasons for enrolling at Oakton?**

		1 Very Important	2 Important	3 Unimportant	4 Very Unimportant
–Opportunity to explore educational and career options	(30)	☐	☐	☐	☐
–Develop or improve skills for a job	(31)	☐	☐	☐	☐
–General knowledge and personal satisfaction	(32)	☐	☐	☐	☐
–Improve academic skills	(33)	☐	☐	☐	☐
–Use social security and/or V.A. benefits	(34)	☐	☐	☐	☐
–Convenient location	(35)	☐	☐	☐	☐
–Low cost	(36)	☐	☐	☐	☐
–Prepare for transfer to a 4-year school	(37)	☐	☐	☐	☐
–Open Admissions	(38)	☐	☐	☐	☐
–Small classes (15-30 students)	(39)	☐	☐	☐	☐

14 **How have you learned about the educational courses, programs, and services offered by Oakton? Check all that apply.**

Oakton faculty and staff (42) ____
Oakton students and former students (41) ____
High School counselors (42) ____
High School teachers (43) ____
Local newspapers (44) ____
Oakton's special mailings (Oakton Report, MONNACEP* bulletin, brochures, etc.) (45) ____
Radio (46) ____
Friends (47) ____
Relatives (48) ____
People you work with (49) ____
Other major sources (please specify) ____ (50) ____

15 **Check your agreement with the following:**

		1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree
–Most office personnel are courteous and friendly	(51)	☐	☐	☐	☐
–Most faculty are interested in their students	(52)	☐	☐	☐	☐
–I have gotten to know and like several other Oakton students	(53)	☐	☐	☐	☐
–I spend as little time as possible on campus	(54)	☐	☐	☐	☐
–At Oakton I feel encouraged to learn	(55)	☐	☐	☐	☐
–The registration process was easy for me to complete	(56)	☐	☐	☐	☐

*MONNACEP is the Maine-Oakton-Niles-Northfield Adult and Continuing Education Program which provides non-credit and leisure-time classes.

16 **Listed below are a number of services and activities provided for students. For each, please indicate:**

1. Your awareness of the availability of the activity/service
2. If you have used the activity/service
3. Your satisfaction with the activity/service, if used

			Aware of 1 Yes	Aware of 2 No		Have used personally 1 Yes	Have used personally 2 No		If used, were satisfied with 1 Yes	If used, were satisfied with 2 No	
	Health Services	(57)	☐	☐	(58)	☐	☐	(59)	☐	☐	(80=1)
(1-3)	Job Placement	(6)	☐	☐	(7)	☐	☐	(8)	☐	☐	
(4=2)	Athletic Program	(9)	☐	☐	(10)	☐	☐	(11)	☐	☐	
	College & Career Planning Center	(12)	☐	☐	(13)	☐	☐	(14)	☐	☐	
	Personal Counseling	(15)	☐	☐	(16)	☐	☐	(17)	☐	☐	
	Financial Aids	(18)	☐	☐	(19)	☐	☐	(20)	☐	☐	
	On Campus Employment	(21)	☐	☐	(22)	☐	☐	(23)	☐	☐	
	Student Clubs/Activities	(24)	☐	☐	(25)	☐	☐	(26)	☐	☐	
	Special Events, eg: Concerts, Plays	(27)	☐	☐	(28)	☐	☐	(29)	☐	☐	
	Student Newspaper	(30)	☐	☐	(31)	☐	☐	(32)	☐	☐	
	Learning Labs	(33)	☐	☐	(34)	☐	☐	(35)	☐	☐	
	Tutoring	(36)	☐	☐	(37)	☐	☐	(38)	☐	☐	
	Academic Advising	(39)	☐	☐	(40)	☐	☐	(41)	☐	☐	
	LRC/Library Service	(42)	☐	☐	(43)	☐	☐	(44)	☐	☐	
	Quiet Study Area	(45)	☐	☐	(46)	☐	☐	(47)	☐	☐	
	Course Credit Through Proficiency Testing	(48)	☐	☐	(49)	☐	☐	(50)	☐	☐	
	Student Theatre	(51)	☐	☐	(52)	☐	☐	(53)	☐	☐	
	Achievement Testing & Career Recommendations	(54)	☐	☐	(55)	☐	☐	(56)	☐	☐	
	Food Service, Building #6	(57)	☐	☐	(58)	☐	☐	(59)	☐	☐	
	Child Care	(60)	☐	☐	(61)	☐	☐	(62)	☐	☐	
	Athletic Facilities	(63)	☐	☐	(64)	☐	☐	(65)	☐	☐	
	Snack Areas (vending machines) Bldgs. 1,2,3,5,6	(66)	☐	☐	(67)	☐	☐	(68)	☐	☐	
	Game Room	(69)	☐	☐	(70)	☐	☐	(71)	☐	☐	
	Shuttle Bus	(72)	☐	☐	(73)	☐	☐	(74)	☐	☐	
	Book Store	(75)	☐	☐	(76)	☐	☐	(77)	☐	☐	
	Student Lounge	(78)	☐	☐	(79)	☐	☐	(80)	☐	☐	

Thank you for your help.

Further questions? Contact Patricia Handzel, Director of Community Outreach, 967-5120 x 480

STATEMENT READ TO OCC CLASSES

COMMUNITY IMPACT STUDY

OCC IS CONDUCTING A COMMUNITY IMPACT STUDY. ONE OF THE GROUPS WE ARE SERVING ARE OAKTON STUDENTS. YOUR CLASS HAS BEEN RANDOMLY SELECTED TO TAKE THE SURVEY. THE QUESTIONNAIRES SHOULD TAKE APPROXIMATELY 10 - 15 MINUTES TO COMPLETE.

PLEASE FILL IT OUT COMPLETELY AND I WILL COLLECT THE QUESTIONNAIRES WHEN YOU ARE FINISHED.

THANK YOU.

MEMO

SAMPLE - MEMO FROM DEANS

To _____

From Bernie Katz, Acting Dean

Subject CIS (Community Impact Study)

Date September 6, 1979

Copies to Deans
P. Handzel

One phase of the CIS involves input from OCC students in the form of a questionnaire. Classes have been chosen by a random sample of our current class list.

Your class WPA 101-50, room 219, M, 6:00-8:30 p.m. has been one selected.

The questionnaire will be administered by someone from the Community Outreach during the week of September 12-21. You do not have to be involved. The questionnaire is short and no more than fifteen minutes is required.

Please let me know by next Wednesday, September 12, which day will be best to come into your class.

Thanks.

BVK:jo

CLASS SELECTIONS

CLUSTER I

NAME	COURSE	ROOM	DAY	TIME
Koenig	COM 101-07	103	MWF	10:30-11:20
Frishman (GADA)	DPR 101-51	309	TR	7:30-8:45
Intrater	PSY 101-01	249	MWF	8:30-9:20
* Alpert	PSY 108-50	22 (N/D)	R	6:00-8:50
Ross (KLEIN)	SOC 101-50	110	MW	9:00-10:15

CLUSTER II

NAME	COURSE	ROOM	DAY	TIME
Anderson	BIO 131-01	203	MWF	10:30-11:20
Clark	FIR 101-50	270	R	6:00-8:50
Conway	HIS 111-03	108	TR	9:30-10:45
O'Shea	LAE 201-01	269	M	12:30-3:20
Livorsi	MAT 052-03	526	MWF	10:30-11:20

CLUSTER III

NAME	COURSE	ROOM	DAY	TIME
Turiel	COM 011-C1	~~428~~ 105	MW	10:30-11:20
Libman	COM 102-08	110	TR	11:00-12:15
Dowdy	PSY 107-08	110	MW	2:30-3:45
Poskozim	SEC 101-5B	262	TR	6:00-7:45
Gerhart	WPA 101-50	219	M	6:00-8:30

CLUSTER IV

NAME	COURSE	ROOM	DAY	TIME
Nolan	ART 111-01	121	MWF	12:30-1:20
Block	CHC 257-01	532	M	12:30-2:20
Budarz (LOCKWOOD)	HUM 107-51	109	TR	6:00-7:15
Michigan	MAT 121-01	309	MWF	8:30-9:20
Staff (NEMETZ)	MKT 131-51	108	T	6:00-8:50

CLUSTER V

NAME	COURSE	ROOM	DAY	TIME
Zimmerman	ACC 242-50	138	W	6:00-8:50
+ Rothbardt (LAYNE)	BUS 141 W1	549	Sat.	9:00-12:00
* Modes	BUS 142-53	NS (NTW)	T	7:00-9:50
Lawler	ECO 201-02	246	MWF	9:30-10:20
Ibbotson	PED 109-50	Gym	R	8:15-10:00

* -Off Campus + -Saturday Class

PROFILE OF OCC STUDENTS SAMPLED

	Respondents*	
Age	%	#
16-20	53	(234)
21-24	19	(83)
25-34	15	(65)
35-44	8	(35)
45-59	4	(19)
60 and over	1	(2)
Sex		
Female	52	(231)
Male	48	(210)
Student Status		
New student	44	(192)
Continuing/readmitted	56	(249)
Full-time	55	(243)
Part-time	45	(197)
Time of day enrolled**		
Day	65	(287)
Evening	53	(234)
Weekend	5	(22)
Major or program		
Vocational/Technical	33	(146)
Liberal Arts/Sciences	63	(279)
Other	1	(4)
Non-respondents	3	(12)
Highest Level of education		
Less than high school diploma	1	(4)
H. S. graduate	40	(175)
Some college	46	(202)
Associate degree or certificate	6	(25)
Bachelor's degree	7	(29)
Graduate or professional degree	1	(4)

PROFILE OF OCC STUDENTS - Page 2

Community	%	#
Evanston	7	(30)
Des Plaines	15	(65)
Glencoe	.5	(2)
Glenview	10	(44)
Golf	-	-
Kenilworth		-
Lincolnwood	3	(15)
Morton Grove	9	(42)
Niles	12	(51)
Northbrook	5	(24)
Park Ridge	13	(56)
Skokie	14	(62)
Wilmette	3	(15)
Winnetka/Northfield	3	(11)
Chicago	3	(11)
Other suburbs or not indicated	3	(13)
Total		(441)

*Columns may not total 100% because of non-response.

**Total is more than 100% since some students attend during more than one time period.

APPENDIX G

REPORT OF MEETING WITH COMMUNITY LEADERS

("BREAKFAST WITH THE PRESIDENT")

Oakton Community College
7900 North Nagle
Morton Grove, Illinois 60053
312 / 967 5120

SAMPLE - INVITATION TO COMMUNITY LEADERS TO HAVE BREAKFAST WITH THE PRESIDENT

October 15, 1979

Dear Community Leader:

In order to better serve local educational needs, Oakton Community College is currently conducting a Community Impact Study in which we hope to determine the community's awareness of college programs and services. As part of the survey process, we are inviting a number of community leaders to have "Breakfast With the President" on Tuesday, November 13, 1979 at 7:30 a. m. in the Board Room of the Interim Campus, Room 343, Building 3.

In recognition of your role as a community leader, we invite you to join Dr. William A. Koehnline, President of Oakton Community College, and other community leaders for a continental breakfast and a discussion of your perceptions of the impact of our community college. Your entry "ticket" will be the enclosed survey which we ask that you complete before coming. If you are unable to come, please send a representative from your organization.

In order to facilitate your visit to the campus, a parking permit will be sent to you. Please RSVP by calling 967-5120, ext 480 before November 1 so that we will have time to mail it to you.

Thank you for your interest in Oakton. We look forward to seeing you on November 13.

Sincerely,

Patricia R. Handzel
Director,
Office of Community Outreach

PRH:hsw
enc.

Oakton Community College
7900 North Nagle
Morton Grove, Illinois 60053
312 / 967 5120

SAMPLE - THANK YOU LETTER TO COMMUNITY LEADER PARTICIPANTS

November 26, 1979

Dear :

Thank you for attending the recent "Breakfast with the President". We greatly appreciated your giving us your valuable time and comments. The Community Impact Study has proven to be an important research project because of the input of people like you. The information we obtain from the questionnaires will also be of great interest to us.

Thank you again for your participation in this project.

Sincerely,

Patricia R. Handzel
Director,
Office of Community Outreach

PRH:hsw

MEETINGS WITH COMMUNITY LEADERS

Since the design of the Community Impact Study included some personal contact with local community leaders, arrangments for several "Breakfasts With the President" were planned for early November, near the end of the time when data were being collected.

Dr. William A. Koehnline, President of Oakton Community College, led the discussion at these breakfasts. The first, held on November 7, 1979 was attended by eleven presidents of grammar school and high school PTA's, primarily from Maine and Niles Townships which are the "founding" townships of the college district.

The second breakfast, held on November 14, 1979, was attended by nineteen community leaders who were either school board presidents (high school and grammar school), park board or library board presidents, librarians, or social service agency representatives. This group was more widely representative of the total college district and Evanston than was the November 7 group.

The Breakfast format included 10-15 minutes of socializing followed by introductions, a brief description of the Community Impact Study by the Project Leader, and discussion led by the President. Although a

number of questions were prepared, the initial question concerning image was all that was needed to stimulate an hour's discussion.

Several themes emerged from the two breakfasts. Those who had taken classes at Oakton, or whose family or friends had been students, had a positive image about what the college had to offer. Most general response was that young people did not have a positive image of OCC. Oakton is a "last resort" for the 18-19 year old. Yet, respondents indicated this image may be difficult to overcome since it is often true that "the less able high school students go to OCC. "But "thank God, it's there," said one woman who cited inflation and other pressures as indicators that more people might turn to the community college as an alternative.

"Communicate better," seemed to be a key recommendation. Participants lacked knowledge of off-campus centers, transfer programs, counseling, and the qualifications of our faculty. When asked if they received the Oakton Report, a newspaper-like college publication which is delivered bimonthly to every residence in the College district plus Evanston, most said yes. However, few answered affirmatively when asked if it were read.

Discussion of Oakton's other newspaper-like publication, the MONNACEP (Maine, Oakton, Niles, Northfield, Adult Continuing Education Program) brochure, indicated that participants found it difficult to read (in comparison to other continuing education brochures from their local high

schools or park district). In addition, participants seemed somewhat confused about how MONNACEP was a part of Oakton. Several suggestions were made regarding class offerings:

PTA representatives suggested there be more publicity about college credit courses. It appeared that few people were aware of the variety of courses offered or the quality of faculty employed at Oakton.

Several persons at the second breakfast felt that an accelerated or honors program would attract persons who wanted "quality". Since our district has some of the finest high schools in the nation, one person said, residents tend to expect programs like this at all levels of public education, community college included.

Persons at both breakfasts encouraged the college to continue its emphasis on attracting adults over 25 years of age to classes. Many adults, especially women returning to work, need educational opportunities, they said. Furthermore, parents who were satisfied with their own experiences at Oakton would probably relay the information to their teenage children.

Recommendations on ways to communicate better included the following:

- -Tell more success stories--not just about students in the vocational/technical areas but also about young people who had transferred to four year colleges and universities.
- -Feature stories about faculty members in the neighborhood papers and Oakton Report

-Make high school faculty and counselors aware that texts used at Oakton are the same as those used at 4-year colleges and universities.

-Stress the services that are offered and make them top-notch in order to service a community that is used to excellence.

Discussion of the location of Oakton Community College ensued at both Breakfasts with participants from Evanston and other North Shore communities, which are the farthest from the new campus, voicing strong concern that their needs would not be served.

In summary, the meetings served several purposes. Community leaders became more aware of Oakton programs and services as they participated in the discussion. College officials, in turn, refined perceptions, criticisms, and suggestions for improvement from a group of involved community residents.

Suggested Questions for Breakfast Discussion

PTA Presidents - November 7, 1979

1. In your view, what is the image of OCC in the community?

2. In what ways has Oakton met the needs of people that you have had contact with?

3. To what extent do you feel the college is doing a good job in serving the community?

4. In your opinion what are we not doing well?

5. To what extent do you feel that the community is aware of the courses and programs that were included in the survey?)

6. In what ways or areas might the college be more responsive to the educational needs of the community?

7. What should be our emphasis as we look toward the next ten years?

APPENDIX H

RELATED MATERIALS

Background of Oakton Community College

On April 8, 1969 a referendum was approved by the Maine and Niles Townships establishing Illinois Junior College District 535. Oakton Community College now serves an area just north of Chicago in suburban Cook County. The district includes all of Niles Township High School District 219, Glenbrook High School District 225 (Northfield Township), New Trier Township High School District 203, and most of Maine Township High School District 207. Adjacent to the college district is Evanston Township High School District 202 which is currently not in a community college district. Many residents of Evanston and other adjacent communities enroll at the College each term. Population estimates developed by the Northeastern Illinois Planning Commission project a total of 422,300 for Oakton's district and 78,000 for Evanston by the middle of this decade.

The Oakton district is predominantly a post-war, middle-to-upper-middle-class, close-in suburban area. Most of the housing was constructed after 1940, primarily in the fifteen years from 1945 to 1960. According to the 1970 census, District 535 has substantially fewer families earning less than $10,000 per year than the Chicago suburbs as a whole, and substantially more families earning more than $25,000. Those figures will be substantially higher in the next census since the college district income levels are the highest of any Chicagoland suburbs.

Ethnic backgrounds of district residents are diverse. According to data reported in the 1970 census, less than one percent of the district's

population was black and the proportion of Spanish surnamed residents was lower than that of the suburban area of metropolitan Chicago taken as a whole. An increase in the number of non-English speaking families is evident in the community.

In Oakton's district and Evanston, there is a wide range of industries and businesses, including a concentration of data processing and office service and supply firms, as well as firms specializing in electronics, machinery, and machine component manufacturing. There are also a number of regional offices of national sales and service organizations. Firms which manufacture precision machine tools, publishing firms, and food processing firms are numerous in a well-balanced matrix of light industry.

The college district has three major shopping centers and four major general hospital facilities, excellent schools, recreational facilities and public libraries. The suburban area immediately adjacent to the district is generally similar. For the 1978 tax year, the equalized assessed valuation of the district was placed at $3,073,842,827.

Since 1970, Oakton has occupied an interim campus--renovated factory buildings on Nagle Avenue in Morton Grove. Starting out in three buildings, the College occupied more of them as it grew. The sixth and last building was acquired in 1975. Though lacking certain educational amenities, these buildings have served Oakton for its first decade. Three of them will remain part of Oakton when the College occupies Phase One of its permanent campus in Des Plaines in mid 1980.

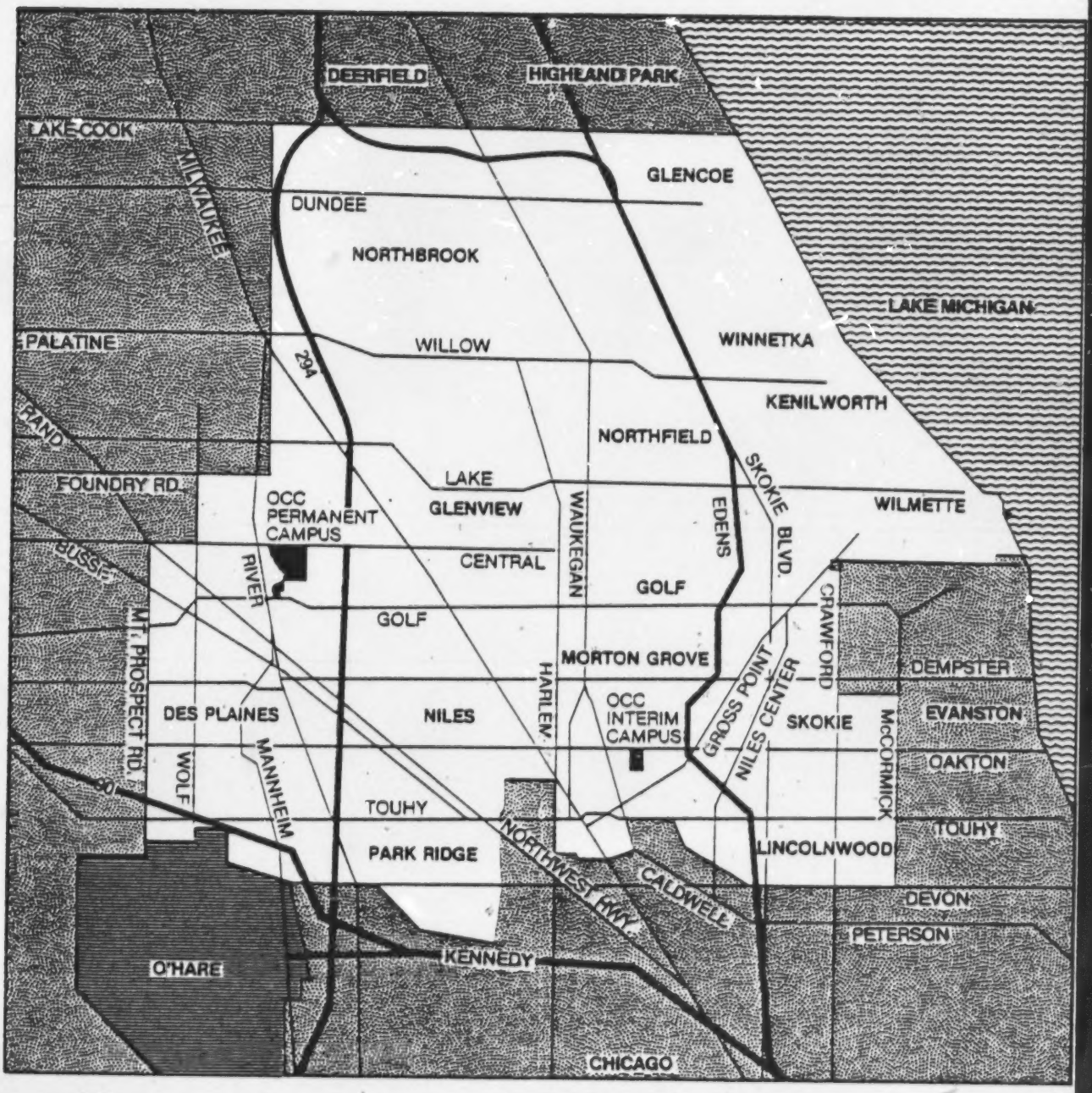
Designed to conserve energy and preserve the natural beauty of its 170-acre site, Oakton's new campus is built under one roof and along an enclosed mall--the "student street." A large, two story wing houses the

Learning Resource Center, with its library, audio-visual center, Learning Lab, and television studio. Laboratories for vocational-technical classes have been specifically designed and furnished with equipment reflecting the most-up-to-date technology in each field. Equally well-equipped are the biology, earth sciences, and chemistry laboratories. The permanent campus will initially serve 3,500 students.

College officials are optimistic that state funds to complete the Des Plaines campus will be approved in 1980 and that the campus will be completed by 1983. The opening of the first phase of Oakton's campus has been long-awaited. The move will be a most appropriate climax to the school's first ten years and a fitting entry into its second decade of service to the community.

Excerpts from RAMP/CC - FY 1981 prepared for the Illinois Community College Board, September 1979 and OCC: The First Decade, Spring 1980.

Oakton Community College District



OAKTON COMMUNITY COLLEGE

MEMO

To: Oakton Faculty, Staff, Administrators

Date: April 5, 1979

From: W. A. Koehnline WK

Copies to:

Subject: Establishment of a Community Impact Study Task Force

Last year there was frequent mention of the need for community assessment to determine how Oakton Community College was perceived by residents - both in Niles and Maine Townships and in what was then the "new territory" of the North Shore, Northfield and New Trier townships- and how the college could identify and meet otherwise unmet needs of the community.

Pat Handzel's goals and objectives for 1979 include the completion of such an assessment.

With my encouragement, Pat has received training on how to conduct a Community Impact Study. This training was developed by AACJC and NCHEMS, and a study of impact has been carried out by three colleges to provide an experiential base for us and for others who will follow.

Therefore, at this time I am appointing Pat Handzel, Director of Community Outreach, to serve as Project Leader of the Oakton Community Impact Study, 1979, and am appointing a task force composed of:

Gene Bertog
Edie Gauger
Arthur Klem
Mary Olson
Tom Zimanzl

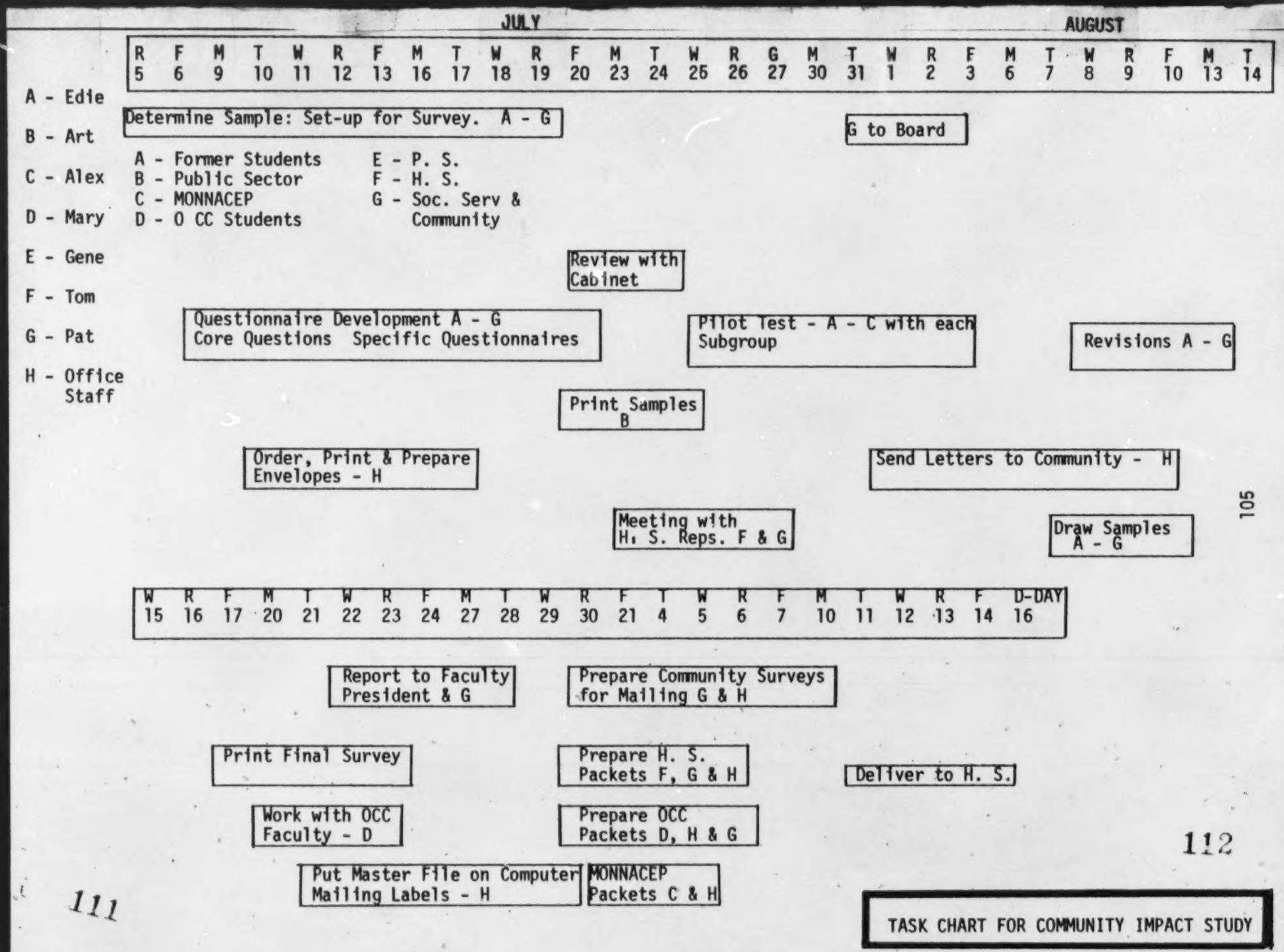
to assist Pat in carrying out this study. I am also requesting that Alex Kruzel, Director of MONNACEP, serve as an adjunct member of the Task Force during the initial stage of determining scope and setting objectives.

Whether you are a member of the task force or not, if you are an Oakton person you may be involved in one way or another, directly or indirectly, with this study as it progresses. The study of one of several initiatives being taken at this time, all important for Oakton's future. I urge you to cooperate with the Task Force in assessing the impact of Oakton in its tenth year.

Thank you for your anticipated help.

po

110


JULY
AUGUST
R F M T W R F M T W R F M T W R G M T W R F M T W R F M T
5 6 9 10 11 12 13 16 17 18 19 20 23 24 25 26 27 30 31 1 2 3 6 7 8 9 10 13 14
A - Edie
B - Art
C - Alex
D - Mary
E - Gene
F - Tom
G - Pat
H - Office Staff
Determine Sample: Set-up for Survey. A - G
G to Board
A - Former Students
B - Public Sector
C - MONNACEP
D - O CC Students
E - P. S.
F - H. S.
G - Soc. Serv & Community
Review with Cabinet
Questionnaire Development A - G
Core Questions Specific Questionnaires
Pilot Test - A - C with each Subgroup
Revisions A - G
Print Samples B
Order, Print & Prepare Envelopes - H
Send Letters to Community - H
Meeting with H. S. Reps. F & G
Draw Samples A - G
105
W R F M T W R F M T W R F T W R F M T W R F D-DAY
15 16 17 20 21 22 23 24 27 28 29 30 21 4 5 6 7 10 11 12 13 14 16
Report to Faculty President & G
Prepare Community Surveys for Mailing G & H
Print Final Survey
Prepare H. S. Packets F, G & H
Deliver to H. S.
Work with OCC Faculty - D
Prepare OCC Packets D, H & G
112
Put Master File on Computer Mailing Labels - H
MONNACEP Packets C & H
111
TASK CHART FOR COMMUNITY IMPACT STUDY

PROPOSED TIME TABLE FOR COMMUNITY IMPACT STUDY (CIS)

1. Project Leader Appointed	March 29
2. Task Force Appointed	April 6
3. Introductory Meeting of Task Force	April 17
4. Task Force determines preliminary scope - clarifies purpose, objectives and presents in writing to President for approval	April 23 - May 30
5. Individuals selected to represent constituencies (optional)	June 1 - 15
6. Determine procedures and methods for data collection (sampling plan and method, data gathering, instruments, data processing and data analysis procedures)	June 1 - July 13
7. Pilot test with constituency and others	July 13 - 25
8. Modify study as necessary	July 25 - August 3
9. Have final draft printed Prepare envelopes (CO Staff) Prepare monitoring forms (CO Staff)	August 5 - 19 July/August July/August
10. Have President announce at fall orientation	August 15
11. Send out survey (or initiate other collection forms)	September 15
12. Data Collection and Follow-up letters	September 20 - October 26
13. Tabulate and analyze data; write report	November - December

What are your purposes as a CIS Task Force Member?

1. Determine objectives of Community Impact Study
2. Determine geographic area and populations to be surveyed
3. Develop drafts of survey instruments
4. Determine how data will be collected (mailed survey, telephone or personal interview, etc.) - Sampling
5. Assist in pilot testing of instruments
6. Assist in analyzing data for final report
7. Write final report

(Page 2 of memo to CIS Task Force, April 25, 1979)

ENROLLMENT STATISTICAL DATA

CATEGORY	FALL 1978		FALL 1979	
TOWN OF ORIGIN				
IN-DISTRICT STUDENTS		FTE		FTE
Des Plaines	994		1004	510
Glencoe	48		55	19
Glenview	683		668	339
Golf	4		5	2
Hubbard Woods	1		2	1
Kenilworth	14		13	7
Lincolnwood	160		166	90
Morton Grove	570		539	291
Mount Prospect	2		8	4
Niles	617		639	354
Northbrook	341		407	218
Northfield	51		47	24
Park Ridge	613		598	330
Rosemont	11		12	4
Skokie	994		908	474
Wilmette	241		255	126
Winnetka	54		60	31
TOTAL	5398		5386	2825
OUT-OF-DISTRICT STUDENTS				
Arlington Heights	7		18	8
Buffalo Grove	2		1	0
Chicago	234		220	101
Deerfield	12		8	2
Des Plaines	13		20	10
Elk Grove	4		8	4
Evanston	478		413	200
Harwood Heights	2		1	0
Highland Park/Highwood	33		17	8
Lake Forest	4		4	1
Mount Prospect	18		22	10
Norridge	5		2	1
Palatine	0		3	1
Skokie	58		55	28
Wheeling	19		10	4
Others	95		113	45
TOTAL	984		915	423
GRAND TOTAL	6382		6301	3248

FTE information is not available for 1978.

Source:
OCC Admissions & Enrollment Report
Fall Semester, 1979

ENROLLMENT STATISTICAL DATA

CATEGORY	FALL 1978	FALL 1979
HIGH SCHOOL OF ORIGIN		
IN-DISTRICT STUDENTS		
Glenbrook North	156	189
Glenbrook South	204	216
TOTAL	360	405
Loyola	37	37
Maine East	491	548
Maine North	175	170
Maine South	322	312
Maine West	307	339
TOTAL	1295	1369
Marillac	42	38
New Trier East	57	56
New Trier West	120	140
TOTAL	177	196
Niles East	321	277
Niles North	312	306
Niles West	377	365
TOTAL	1010	948
Notre Dame	115	106
Regina Dominican	121	129
Other High Schools in Illinois	1442	1418
Other High Schools out of state	799	740
GRAND TOTAL	5398	5386
OUT-OF-DISTRICT STUDENTS		
Deerfield	6	8
Evanston	276	225
Highland Park/Highwood	22	9
Lake Forest	2	5
Mount Prospect	5	4
Resurrection	6	11
Ridgewood	0	1
St. Scholastica	12	13
Other High Schools in Illinois	366	343
Other High Schools out of state	289	296
GRAND TOTAL	984	530

Source:
OCC Admissions & Enrollment Report
Fall Semester, 1979

ENROLLMENT STATISTICAL DATA

AGE DISTRIBUTION BY CURRICULUM AND SEX

FALL 1978

AGE	BACCALAUREATE		OCCUPATIONAL		REMEDIAL/DEVEL		TOTAL
	Male	Female	Male	Female	Male	Female	
16 - 25	1474	1281	640	645	3	0	4043 (63%)
26 - 35	197	450	234	222	0	0	1103 (17%)
36 - 45	84	381	82	178	1	0	726 (12%)
46 - 55	38	196	39	89	0	2	364 (6%)
56 and over	22	93	14	17	0	0	146 (2%)
TOTAL	1815	2401	1009	1151	4	2	6382

Mean age: Men - 24 Women - 29 All Students - 27
Oldest student: Female, age 75

FALL 1979

AGE	BACCALAUREATE		OCCUPATIONAL		REMEDIAL/DEVEL		TOTAL
	Male	Female	Male	Female	Male	Female	
16 - 25	1442	1292	584	616	0	0	3934 (63%)
26 - 35	210	428	250	258	0	0	1146 (18%)
36 - 45	53	368	72	195	0	0	688 (11%)
46 - 55	51	185	49	111	0	0	396 (6%)
56 and over	31	73	15	18	0	0	137 (2%)
TOTAL	1787	2346	970	1198	0	0	6301

Mean age: Men - 24 Women - 29 All Students - 27
Oldest student: Male, age 79

116

Source:
OCC Admissions & Enrollment Report
Fall Semester, 1979

ENROLLMENT STATISTICAL DATA

CATEGORY	FALL 1978			FALL 1979		
	F/T	P/T	TOTAL	F/T	P/T	TOTAL
AGE DISTRIBUTION						
16 - 25	1768	2275	4043 (63%)	1821	2113	3934 (62%)
26 - 35	100	1003	1103 (18%)	80	1066	1146 (19%)
36 - 45	30	696	726 (11%)	30	658	688 (11%)
46 - 55	13	351	364 (6%)	11	385	396 (6%)
56 and over	3	143	146 (2%)	1	136	137 (2%)
TOTAL	1914	4468	6382	1943	4358	6301

110

117

118

Source:
OCC Admissions & Enrollment Report
Fall Semester, 1979

ENROLLMENT STATISTICAL DATA

CATEGORY	FALL 1978			FALL 1979		
	F/T	P/T	TOTAL	F/T	P/T	TOTAL
NUMBER OF STUDENTS BY SEMESTER HOURS						
0 - 3	0	1959	1959 (31%)	0	1925	1925 (31%)
4 - 6	0	1503	1503 (24%)	0	1571	1571 (25%)
7 - 9	0	739	739 (12%)	0	611	611 (10%)
10 - 11	0	267	267 (4%)	0	251	251 (4%)
12 - 14	1112	0	1112 (17%)	1065	0	1065 (17%)
15 - 17	734	0	734 (11%)	799	0	799 (12%)
18 - 20	66	0	66 (1%)	75	C	75 (1%)
21 or more	2	0	2 (0%)	4	0	4 (0%)
TOTAL	1914	4468	6382	1943	4358	6301

111

119

129

Source:
OCC Admissions & Enrollment Report
Fall Semester, 1979

SAMPLE - ORIGINAL COMMUNITY IMPACT STUDY PROPOSAL

OAKTON COMMUNITY COLLEGE

COMMUNITY IMPACT STUDY

SUMMER 1979

Patricia Reis Handzel, Project Director
Eugene Bertog
Edith Gauger
Dr. Arthur Klem
Alex Kruzel
Mary Olson
Thomas Zimanzl

112121

Introduction

Oakton believes that community college education need not be limited to conventional academic courses offered on the college campus. In addition to its public service role and its belief in the value of learning for living, both for earning and for pleasure, it believes that the college must provide a continually expanding clientele with cultural enrichment and the opportunity for enhanced awareness, in addition to marketplace skills. In support of this belief, and in compliance with the Illinois Public Community College Act, Oakton provides services in six specific areas:

1. Baccalaureate and general education, for students planning to transfer to four-year colleges or to earn associate degrees in general education.
2. Vocational-technical education, to provide students with career training suitable for obtaining employment for them in the community.
3. General/Basic studies, for students requiring additional preparation before they begin college-level education.
4. Community education, for residents of the community desiring to continue their educational activities while not enrolling in formal, college-level courses.
5. Public service, as a resource center for the community, including workshops and seminars on and off the campus, and surveys to identify community needs.
6. Student services, including counseling, guidance, testing, and special services.

This research proposal suggests that OCC should investigate whether these six services have had an impact on the district. The purpose of this study, then, is to determine how OCC is perceived by the community it serves. More specifically, the CIS committee intends to:

1. Determine the community's awareness of the present college programs and services.
2. Discover how the community learns about college programs and services.
3. Determine the community's perception of OCC's educational programs and services.
4. Determine which services and resources have been most useful to the community.
5. Determine the level of satisfaction of those to have participated in classes, programs, or services offered by OCC.

Significance of the Study

This study which examines data related to OCC's services and how the district perceives these services should be considered significant for several reasons including:

1. The determination of the community's awareness of OCC programs and services will provide information from which OCC staff can make decisions related to their specific roles at the college.
2. Discovering how the community learns about the college could influence future informational and promotional activities.

3. The determination of the community's perception of the college could influence how OCC designs, or approaches, articulation between itself and other groups.

4. The determination of why the college is utilized could influence the expansion or modification of services offered by OCC.

5. The determination of how the college has satisfied the needs of participants could influence improvement or development of services.

6. The determination of what further research is needed.

The significance of this study, then, is that it will provide data for decision making at all levels of Oakton's personnel as well as provide information to the population Oakton serves.

Limitations of the Study

The limitations of the study are:

1. Random Sampling techniques will be limited to selected portions of the population.
2. Portions of the population being surveyed will be selected for the kinds of information they can provide.
3. The target audience to be surveyed is limited to students at OCC (MONNACEP) included), upper level high school students in the district, past OCC students, education personnel in high schools within the district, citizens living within the district and select individuals in business, industry, public services.

The final report will include information concerning the procedural development of the study and data analysis.

UNIVERSITY OF CALIFORNIA
ERIC® CLEARINGHOUSE FOR
JUNIOR COLLEGES
96 POWELL LIBRARY BUILDING
LOS ANGELES, CALIFORNIA 90024
MAY 30 1980
EE 36